# DOCUMENT RESUME

ED 164 153 RC 010 763

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TITLE Navajo Area Language Arts Project (NALAP). Book 2.
INSTITUTION Bureau of Indian Affairs (Dept. of Interior), Window Rock, Ariz.
PUB DATE 74
NOTE 450p.; Not available in hard copy because of sideways reading material

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS American Indians; Art Activities; Classroom Games; Communicative Competence (Languages); Concept Formation; Cultural Background; *English (Second Language); Grammar; *Language Arts; Language Experience Approach; Language Instruction; *Learning Activities; Lesson Plans; Music Activities; Navajo; Primary Education; *Second Language Learning; Self Concept; Spiral Curriculum; *Teaching Guides; Transformation Generative Grammar
IDENTIFIERS *American Indian Education; *Navajo (Tribe); Navajo Area Language Arts Project

ABSTRACT

Building on structural objectives in Book One, the 96 objectives in Book Two of the Navajo Area Language Arts Project (NALAP) provide instructional material for an additional one to one and one-half years of teaching English as a second language to Navajo children. The materials, intended to give a sequence of English grammatical structures based on specific language and conceptual needs of Navajo students, are developed around 14 linguistic and pedagogical premises (listed and explained) and the analysis of English provided by transformational grammar. Objectives are arranged in 10 units dealing with adverbials of place, simple past and present verb construction, possessives, object forms and personal pronouns, quantifiers, mass nouns, determiners, "be" verb (past tense), and demonstratives. Objectives are written in an expanded and annotated guideline form, giving teaching instructions, lesson time estimates, pupil responses, suggested contexts, vocabulary, and resources/materials, and several learning activities for each objective. An implementation guide for the teacher deals with lesson plans, setting up the situation, conventions, activities, techniques, pronunciation/intonation, pacing/mastery, sentence and word control, and types of objectives. Appendices contain an outline of grammatical structures, a glossary of NALAP terms and concepts, and an alphabetical listing of suggested learning activities. (RS)

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Bureau of Indian Affairs
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# Navajo Area Language Arts Project

## NALAP, Book 2

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# Introduction

NALAP (nā'lăp) is the acronym for the Navajo Area Language Arts Project started in the summer of 1971 in response to an urgent request from teachers for teachable materials which have a linguistically sound base for Navajo learners. NALAP is an outgrowth of a workshop conducted by the Branch of Curriculum and Instruction at Northern Arizona University to evaluate the Navajo Area Language Arts Curriculum Guidelines which were developed to meet the universal needs of children in the language arts areas. This evaluation indicated the critical need of additional guidelines in language arts to meet, more efficiently and effectively, the needs of second language learners. Therefore, the main objective of the Project is to develop a sequence of the grammatical structures of the English language based upon the particular language needs of Navajo children.

The Project Committee is directed by J. Wesley Eby, an Education Specialist in the field of language arts, in the Navajo Area Division of Education, and is composed of Education Specialists and teachers employed by the Bureau of Indian Affairs in the Navajo Area. These people were selected on the basis of their theoretical knowledge of linguistics and their classroom experience teaching Navajo children. During the initial stages of the Project, the committee consulted with Dr. Gina Harvey, Northern Arizona University; Dr. William Slager, University of Utah; and Dr. Robert Wilson, University of California at Los Angeles. Assistance from these linguists as well as other resource people, continues to be available as needed.

During the school years 1971-1974, numerous classroom teachers, on a voluntary basis, piloted the NALAP materials. The first two NALAP books are partially the result of the efforts of these teachers who willingly field-tested the NALAP materials and provided the Project Committee with on-going feedback and evaluation.

The first volume, NALAP Book 1, published in 1973, contains ten units of eighty-six (86) structural objectives, providing instructional materials for the first year to the first year and a half of English language learning. The sequenced objectives in Book 1 serve as prerequisites for the objectives in Book 2.

This volume, NALAP Book 2, contains ten units of ninety-six (96) objectives, providing instructional material for one to one and a half years of English language learning beyond Book 1. Additional units are being developed and will be incorporated in NALAP Book 3. It is the desire of the Project Committee to eventually extend the sequence of objectives to provide an instructional program for all the elementary years.

Assistance to the schools and agencies in the use of the NALAP materials may be requested of:

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# RATIONALE

## A. Underlying Premises

The Navajo Area Language Arts Project, known as NALAP, has been developed around fourteen linguistic and pedagogical premises. These premises derive from the newer insights regarding language learning, especially those concerned with second language acquisition, and from the analysis of English provided by transformational grammar.

Premise 1: English as a second language materials need to be based upon the specific language and conceptual needs of the learners for whom they have been developed.

NALAP is being developed based on the specific language and conceptual needs of Navajo children in the setting in which they use the language. That setting, of necessity for the Navajo child, is the school, and for a majority of children, it is the boarding school. If language required of the pupil is to be relevant and have meaning for him in this setting, it must be based initially upon what he brings to the classroom cognitively, socially, and physically, not on an urban, foreign context. This will enable the child to expand his understanding of the enlarging world of which he will become a part.

NALAP considers the differences between the child's first language and his second language by carefully sequencing and stepping the grammatical structures being introduced. For example, since the Navajo language has only one third person singular pronoun, NALAP contrasts "he", "she", and "it" after introducing them separately.

Premise 2: English as a second language materials need to provide for the healthy development of the pupil's self-concept through successful learning experiences.

If a Navajo child is to develop a sense of security and a good feeling about himself, the school must engender a positive approach to learning by incorporating Navajo language and culture into the instructional program and by providing for successful learning experiences. NALAP offers an opportunity for the education aide to make a contribution to the teaching-learning process and concept development through his knowledge of the Navajo language and culture. NALAP also enhances learning by providing correcting techniques aimed at helping the child to learn by his mistakes without feeling he has failed and by giving immediate and continuous reinforcement.

Premise 3: Concepts need to be developed judiciously through careful selection of contexts, vocabulary, activities, and materials.

As language is a facet of culture, conceptual development with the related thinking process is an integral part of language acquisition. NALAP guides the learners' conceptual growth by requiring the learners to practice cognitive skills, such as classifying, categorizing, and generalizing, while learning the grammatical structures. The teacher may develop a variety of concepts from the grammatical structure of an objective as the structures in the sequence have been kept independent of specific contexts and vocabulary. It is therefore imperative that the teacher give careful consideration to the contexts, vocabulary, activities, and especially the materials chosen to carry the grammatical structures being presented.

Premise 4: English as a second language materials need to provide numerous and varied learning activities which enable the pupil to induce the structures of English and to generate his own sentences.

The language acquisition theory underlying the sequence hypothesizes that children learn a second language most effectively and efficiently by inducing the rules or structures of the language through active involvement in learning experiences. NALAP makes possible this kind of pupil involvement by requiring teacher selection of numerous and varied learning activities based on the needs, interests, and maturity of the learners. NALAP helps the teachers by providing suggested activities which are geared to the approximate level of the pupils for each objective. Suggested activities at the beginning of the sequence are specifically written for use with primary children while those at a more advanced level are designed for children in the intermediate grades. Since learners are to be actively involved in the learning process, NALAP discards model-mimicry teaching techniques, and thereby, "parroting" and rote learning are eliminated.

Premise 5: The teaching of English as a second language needs to result in terminal verbal behavior which is natural English appropriate in any given situation.

The end product of English as a second language teaching should be standard American English which is natural and comparable to the language used by native educated speakers. English as a second language instruction has often resulted in unnatural, stilted expression making the speaker "stand out" from his native-speaking peers, even though he was able to communicate effectively. Many times the learner became confused due to the artificial language required in formal English lessons but which was never heard again in either formal or informal situations.

NALAP endeavors to reduce artificiality of language behavior by requiring the instructor to teach for naturalness. For example, the learner is taught to answer a question by giving an appropriate short answer, not a stilted two- or three-sentence response. Attention is given to pronunciation and the rhythm of English through learning experiences involving conversations, dialogues, dramatizations, and other real-life situations.

Premise 6: Grammatical structures need to be organized in an ungraded sequence to permit continuous progress in learning.

Language acquisition is a continuing process which cannot be segmented into distinct levels or grades. NALAP offers an ungraded sequence of the grammatical structures of English, allowing, within limits, continuous progression in learning by each pupil going at his own pace. In addition, the sequence is open-ended in two ways. First, any Structural Objective may be spiralled at a higher level for extension and reinforcement. Second, modification can be made easily at any point in the sequence.

Premise 7: English as a second language materials need to focus on specific structures or grammatical points rather than on contexts, vocabulary, teaching techniques, and "patterns".

The Structural Objectives of NALAP place emphasis on the grammatical structures, syntactical or morphological, to be taught, not on specific contexts, vocabulary, or techniques. Since the focus is on syntax and morphology, the contexts, vocabulary, and techniques chosen serve only as tools for the teaching of structures delineated in the objectives. The contexts, vocabulary and techniques must be selected based upon their relevance to the objective and the levels, maturity, and interests of the learners. By indicating the grammatical points involved, the teaching points for each objective make it possible for the teacher to be in control of the grammatical structure without having to use pattern-drill techniques.

NALAP defines "pattern" as an English sentence which illustrates a grammatical structure. For example, the pattern, "Mike is a boy," illustrates the structure, $NP_1$ + $V_{be}$ + $NP_1$ (noun phrase plus verb "be" plus noun phrase).

In each Structural Objective the teacher cue and/or pupil response contains "patterns" which only serve to illustrate the grammatical structure(s) of that objective.

Premise 8: English as a second language materials need to be so written that structures are delineated in a clear teachable manner.

The format of each NALAP Structural Objective guideline sheet makes the sequence teachable and easily understood by any teacher of E.S.L. The Structural Objective is stated in terms of observable pupil behavior. A teacher cue is provided which enables the teacher to understand what he is to do and/or say to elicit the desired pupil behavior. The pupil response box gives examples of the expected terminal behavior, verbal or non-verbal, for the learners. Each objective has several teaching points briefly stated to provide helpful information for the instructor concerning the grammar to be taught, cautions about probable errors, limitations as to vocabulary and certain grammatical points, and/or cultural notes. For each Structural Objective, suggestions for contexts, vocabulary, activities and materials are given to aid the teacher. Each Structural Objective guideline sheet also gives the number of estimated lessons for teaching the objective.

Premise 9: English as a second language materials need to ensure integrated learning by permitting teacher choice of content and vocabulary from all subjects and activities to be expressed through all language modalities.

The underlying assumption of this premise is that language learning is best facilitated through integration of the structures in all experiences and communication forms of the learners. NALAP requires that the teacher choose content and vocabulary from all subjects and activities, in and out of the classroom. This provides for the extension, application and transfer of the grammatical structures in a wide variety of contexts. The teacher must also provide for expression of each Structural Objective through all language modalities (listening, speaking, reading, and writing) by means of the selection of learning activities. This integration prevents the isolation of English instruction to only one allotted time period a day into one "subject" slot. Regardless of the fact that intensive integration of this kind is a complex task, careful planning and implementation by the individual teacher is an absolute necessity. According to school organization, such planning will be necessary with other teachers.

Premise 10: English as a second language materials need to permit teacher selection of the learning experiences through which the structures are presented.

NALAP permits the teacher to have control of the learning experiences through which the structures are presented because he chooses the contexts, vocabulary, materials, and learning activities to serve as the tools for teaching the structures. The materials provide a sequence of the grammatical structures of English with related teaching points for the instructor to follow carefully, but the teacher must make use of his freedom, within the limitations of the Structural Objective, to select those contexts, vocabulary, and activities which he feels can best be utilized with the learners involved. This enables the teacher to manage the materials, rather than the materials managing the teacher.

Premise 11: English as a second language materials need to provide opportunity for teacher selection of content and vocabulary suited to the achievement levels, maturity, and interests of their pupils.

The content and vocabulary which is teacher-selected serves only to carry the grammatical structures being taught and should be adjusted to the levels, maturity, and interests of the pupil. NALAP contains this built-in flexibility by permitting teacher choice of content and vocabulary which is relevant and meaningful to the learners. The suggested ideas for contexts, vocabulary, activities, and materials on each guideline sheet have been written with the primary child in mind. The teacher of older children or pupils at a more advanced stage of English acquisition must, of necessity, adapt these suggestions to his particular pupils or devise his own activities with related vocabulary and contexts.

Special attention must be given to materials which have been developed for native speakers of English and are being used with Navajo children to teach, reinforce, and/or supplement language learning. Such materials should only serve to supplement the teaching of the Structural Objectives in the NALAP sequence, should be used eclectically, and should be adapted to meet the special needs of Navajo pupils.

Premise 12: The sequence of grammatical structures needs to be developed on a spiralling approach.

A sequence of the grammatical structures for second language learners must be based on a spiralling approach rather than the paradigmatic approach used for native speakers of the language. In each objective NALAP introduces only one grammatical point embedded in a base sentence or its transformation and re-introduces the structure at a higher level for extension or as a part of new structures. Structural paradigms will be presented in the sequence after the learner has control of the component forms of the paradigm in meaningful context. The child thus learns about the language only after he has learned the language. In other words, during the primary years, he internalizes the grammar of English before he is expected to talk explicitly about the grammar he has internalized.

Premise 13: English as a second language instruction should include situational language which children need in order to cope with everyday experiences.

Since any sequence of grammatical structures necessitates a delay in the presentation of some structures that may be needed by the learner to cope with everyday living experiences, NALAP provides a few Situational Objectives as samples of situational language needed by the child during the first year of English language learning. These and other situational objectives deemed necessary by the teacher should be taught concurrently with the grammatical structures. The teaching of situational language objectives will ensure that the child will have access to the "coping" English at the time he needs it and will supplement much other situational English he will learn throughout the year. As the child learns the grammatical structures of the sequence, he should be able to insert them into the situational English he has learned, and thereby expand his facility in his total use of English. This application of structural-sequential English to situational English helps to integrate all areas of the child's learning.

Premise 14: English as a second language materials should include prefamiliarizations to facilitate the learning of new and difficult concepts and their related language forms.

Since learning is facilitated by some preknowledge, a limited number of prefamiliarizations have been included to acquaint learners with new and difficult concepts and/or structures which differ in cultural interpretation. For example the concept of the modal "can", which denotes an ability to do something rather than a time aspect, is presented during Unit One. Many of the Structural Objectives, in addition to the delineated Prefamiliarizations, serve as prefamiliarizations for subsequent structures. This built-in prefamiliarization feature in the NALAP sequence makes possible expansion of concepts in grammatically-related structures.

New grammatical structures and new vocabulary should not be presented in the same lesson. Thus, if a Structural Objective requires the introduction of new vocabulary to "fit" the structure, the new vocabulary must be prefamiliarized before teaching the objective.

## B. Implementation Guide

The NALAP materials consist of a set of language objectives written in an expanded and annotated guideline form. This Guide deals with the points of implementation determined to be the most crucial in helping the teacher make full use of the materials. The major points dealt with are as follows:

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### LESSON PLANS

The Structural Objectives and information included on the adopted format are instructional in style but are not lesson plans. Each Structural Objective does serve as a guideline from which the teacher develops the lesson plan for instruction. Each objective is the basis for one or more periods of instruction. If a teacher works with an education aide, lesson plans should be developed cooperatively.

The following diagram is a lesson plan format suggested for developing a NALAP lesson:

NALAP LESSON

Unit _____ S.O. _____

A. Activities:

1. Presentation

   Accuracy Test

2. Practice & Application

   Speed Test

B. Materials:

In developing a NALAP lesson, the following explanations of the phases of lesson planning should be considered by the teacher.

1. Preassessment is necessary at the beginning of each unit and may be necessary for certain spiralling objectives within the unit. If the pupil can satisfactorily perform the desired terminal behavior, the teacher will need to plan to either provide for more difficult behaviors to reinforce and expand the original lesson or proceed to the next objective(s). Pupils should not be taught what they already know. The need for grouping may be indicated by preassessment if it is determined that some pupils need instruction on the structure being presented and others do not. Preassessment may also point out prerequisite skills that must be developed before presenting the structural objective.

2. Each Structural Objective is written in terms of observable pupil behavior. The conditions for eliciting the terminal behavior are specified in the teacher cue and/or pupil response.

3. The situation, appropriate or pretend, sets the stage for the entire lesson. (Refer to the section on "Setting Up the Situation" for detailed explanation.)

4. The presentation phase of the lesson involves three steps.
   (a) The teacher presents several examples of the language structures to be practiced by the pupils. This may be accomplished in a variety of ways with the assistance of an aide, puppets, dolls, or some of the pupils.
   (b) Pupil volunteers participate in one or more activities with different materials and related vocabulary, in order to demonstrate an understanding of the grammatical "rule" involved and to gain accuracy in behavior stipulated by the objective. The pupils are never required to state a rule explicitly by verbal definition.
   (c) The teacher administers an accuracy test in which the pupils (50% or more) are called on at random using a variety of selection techniques. If the majority of the pupils who are tested fail, the teacher should re-present the lesson using a different approach or strategy.

5. The practice and application phase of the lesson involves two steps.
   (a) Pupils participate in two or more activities to acquire speed and spontaneity in their responses. The activities chosen should be varied and meaningful, employing contexts and vocabulary appropriate to the structure.
   (b) The teacher administers a speed test in which the child is required to respond with speed, spontaneity and accuracy while focusing on the activity rather than the language task.

6. The transfer phase of the lesson involves two steps.
   (a) The teacher plans for opportunities throughout the instructional day for the pupils to transfer the grammatical structure of the lesson to new experiences. These plans may be included in the written lesson plan, but are not a part of the formal language lesson.
   (b) The teacher is alert to incidental situations when the pupils' transfer of learning may be observed. Transfer activities are removed from formal instruction and may occur at any time throughout the school and school year.

7. The evaluation phase of the lesson involves two steps.
   (a) The teacher administers the accuracy and speed tests during the presentation and practice phases of the lesson.
   (b) The teacher throughout all phases of the lesson mentally evaluates pupil performance, attitude, and reaction. Evaluation may indicate a need for review of a previous Structural Objective(s) which has not been spiralled at the time the pupil's need is evident. Review lessons should include different presentation and practice activities.

It is suggested that an evaluation check sheet be maintained, by the teacher and/or aide, on each pupil for each structural objective presented. Based upon individual pupil performance on the accuracy and/or speed tests, each pupil should be checked as to satisfactory attainment of the objective. This may be done by a check mark (✓) or by entering the date (e.g., 10-17) when the objective is reached. A check sheet form which is suggested follows:

NALAP Check Sheet

| | Structural Objectives | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Pupils | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| Agoodie, M. | 9-4 | 9-9 | 9-13 | | | | | | | | | | | |
| Begay, E. | 9-4 | 9-9 | 9-13 | | | | | | | | | | | |
| Begay, J. | 9-7 | 9-13 | 9-16 | | | | | | | | | | | |
| Benally, B. | 9-4 | 9-8 | 9-20 | | | | | | | | | | | |
| Dandy, E. | 9-7 | 9-12 | 9-16 | | | | | | | | | | | |
| Dawes, M. | 9-4 | 9-9 | 9-13 | | | | | | | | | | | |
| Yazzie, G. | 9-5 | 9-9 | 9-13 | | | | | | | | | | | |

The advantages of this kind of record are two-fold: (1) to maintain an accurate record of how pupils progress throughout the year, and (2) to have a record which can be given to the teacher(s) of the pupils the following school year.

## SETTING UP THE SITUATION

Throughout NALAP the teacher cue box contains the statement, "Teacher sets up ____ situation..." Setting up the situation means:

> Setting the stage for the presentation of the lesson so that the situation is experientially based and will result in language which is consistent with the structure and is relevant to the learners.

One of the objectives of NALAP is teacher choice of teaching techniques and activities, therefore, the materials do not state specifically what the teacher should do in setting up the situation. The teacher himself must decide what he should and can do to "set the stage" for the presentation of the grammatical structures in a way to best motivate and meet the needs of his particular pupils.

Since setting up the situation is a most crucial aspect of planning for a NALAP lesson, the following must be considered by the teacher:

1. Selecting a context(s), vocabulary, and teaching activities for a particular lesson.
2. Collecting realia and preparing teaching materials.
3. Preparing the physical environment of the classroom.
4. Doing actions to be talked about, if necessary.
5. Reviewing a previous Structural Objective, if necessary.
6. Prefamiliarizing new vocabulary, if necessary.

The situation, by its very nature, is controlled in that it is set up within the limitations of the structure being presented. Within these limitations, the teacher then selects contexts, vocabulary, and activities for teaching the objective. A few Structural Objectives, are more highly controlled than others due to the need for restricting vocabulary, sequencing statements or questions, establishing referents, restricting quantity of items, etc. When the structure requires such control, suggestions are given in the teaching points to help the teacher set up the situation.

In most of the Structural Objectives the teacher cue will say, "Teacher sets up appropriate situation..." Appropriate means what it says; the situation must be relevant and have meaning for the learners involved. For example, when the expected pupil behavior is, "(Name) can jump," the pupil should actually perform the action before talking about it.

In a few Structural Objectives the teacher cue will say, "Teacher sets up pretend situation..." These objectives are usually difficult to set up, thus the teacher must contrive a pretend situation in order to elicit the desired behavior. Pretend situations will include humorous, ridiculous, make-believe, or unreal situations. For example, when the expected pupil behavior is, "(Name) can't write," the situation requires the pupil to "pretend" he has a broken arm. Setting up pretend situations necessitates the teacher being creative and imaginative as well as being appreciative of the humor possible in many situations. The teacher should help the pupils become aware of fact-fantasy differentiation.

## CONVENTIONS

Verbal conventions have been established for the teacher in order to elicit certain behaviors, non-verbal or verbal, from the learner. The conventions are devised to aid the teachers in being consistent in the language they use with the pupils and to elicit natural English expression from the learners. The information and verbal behavior in the teacher cue box should be followed closely.

Teachers must use only questions to elicit short or shortened answers, not statements. Since indirect statements (e.g., Tell me what the boy is doing.) are correctly answered by short or shortened answers, they should not be used. In order for the pupil to produce a statement or kernel sentence on his own, the teacher, after setting up the situation and giving numerous examples, will say one of the following:

a. Tell me about ____.
b. Let's talk about ____.
c. Let's talk in the same way.

The pupil, therefore, must produce a statement and not just a word or phrase which a question will permit. If a pupil utters a correct sentence which is irrelevant to the objective, the teacher should give the pupil praise and use Correction Technique No. 3 in order to help the learner induce the grammatical structure for that particular objective.

Another convention introduced in Book 2 is the indirect question to elicit a dialog between pupil/teacher or pupil/pupil. If the structural objective requires pupil production of a question and related answer, the dialog is cued by an indirect question, such as:

Teacher: Mike, Ask me where Lucy went last night?
Mike: Where did Lucy go last night?
Teacher: (Gives correct response.)
Teacher: Lucy, ask Gloria if she ate cereal this morning
Lucy: Gloria, did you eat cereal this morning?
Gloria: (Gives correct response.)

Indirect questions can be difficult for the pupils to both comprehend and manipulate. When indirect questions are introduced in Unit XI, make certain the pupils can understand and structurally manipulate them before progressing to subsequent objectives.

## ACTIVITIES

Since language learning is dependent on pupil involvement in real-life situations, the choice and preparation of meaningful learning activities are crucial aspects of NALAP lessons. Each activity chosen by the teacher must relate to the Structural Objective being presented. NALAP offers suggested learning activities to serve as a guideline for the teacher to make selections appropriate to the structure. If an activity as written is felt to be too difficult, impractical, or inappropriate for a particular group of students, the teacher should feel free to modify and adapt that activity.

Activities are not E.S.L. and should not be considered as such, however, activities are learning experiences through which E.S.L. (English as a second language) is acquired. Activities may include such experiences as games, dialogues, dramatizations, role-playing, songs, finger-plays, short field trips, and teacher-prepared reading and writing worksheets. Activities do not include such techniques as model-echo repetition, chain and substitution drills, choral response, and whole group to small group to individual. Model-echo and drill may be used only for brief pronunciation exercises. A sufficient number of activities should be planned in order to provide adequate practice and to maintain pupil motivation and interest.

Activities should be drawn from all instructional areas, including all language modalities, in order to facilitate integrated learning. In Book 2, the suggested activities include ideas for reading and writing, along with oral activities, in order to help pupils gain skill in reading and writing the structures they are capable of saying orally. For pupils who are learning a second language it is essential that they learn to read and write known language, rather than unknown complex structures, in order to ensure comprehension.

## TECHNIQUES

NALAP recommends several E.S.L. techniques, some of which have been developed for correcting pupil errors and some are suggested to facilitate learning and to help maintain pupil motivation and interest. Each of these will be briefly explained. Activities are not techniques, however, some techniques may be used to vary a learning activity to make it new and motivating.

1. Correction Techniques Techniques for correcting errors have been developed to help the child learn by his mistakes without feeling he has failed and to provide immediate and continuous reinforcement. A hierarchy of correcting techniques has been established to be used for specific purposes.

   Correction Technique Number One (C.T. 1) is the most common and frequently used means of correcting errors. The teacher or aide simply models for the learner the correct utterance and continues teaching without requiring the pupil to produce the correct verbal behavior. It should be used at all times throughout the school day.

   Correction Technique Number Two (C.T. 2) is used during an instructional period of a Structural Objective when a pupil error has been made pertaining to the grammatical point of a specific objective. After evaluation, the teacher has several different pupils to make a correct response before returning to the first pupil to give him another opportunity to respond appropriately in a similar, but not identical, manner.

   Correction Technique Number Three (C.T. 3) is used less frequently and only after a pupil(s) has failed to respond correctly to C.T. 2. It consists of a mini-presentation which is a brief re-presentation of the lesson objective to the individual pupil(s) making the error.

2. Selection techniques may be employed for choosing a random sample during testing, for a change of pace during practice activities, and to make an activity appear different to the children. (e.g., spinner boards, name cards, "spin the bottle", etc.)

3. The "wait-time" technique should be used for developing listening and thinking skills. The teacher cue is given, followed by a pause, before a pupil(s) is selected to respond.

4. A "praise" technique for acknowledging successful performance should be developed by each teacher. Some examples are: a nod of the head with a smile; a complimentary remark; and clapping, if used with young children.

## PRONUNCIATION AND INTONATION

NALAP does not include separate objectives on pronunciation since the primary emphasis of the materials is on helping children to become competent enough in English to communicate effectively and to use language as a tool for thinking. Errors in pronunciation are not to be ignored but need to be corrected at a time and in a manner which do not confuse the main grammatical point of the lesson. For example, the difference between "father" and "father's" is a grammatical point, while the difference between "father" and "fadder" is a pronunciation point.

If a pronunciation error occurs in a formal lesson, the teacher should use Correction Technique Number One with the word in the same context the child used it. If a common pronunciation error occurs, the teacher may provide a brief pronunciation lesson at a different time using model-echo and minimal pair drill techniques.

The teaching points of the Structural Objectives do occasionally make special reference to particular intonational features. In giving examples in the presentation phase of the lesson, the teacher must use normal conversational intonation and rhythm and should help the child to respond in a similar way. Reading aloud daily to the children is an excellent technique to assist them in internalizing the rhythm and intonational patterns of English.

In speaking English, whether in a formal language lesson or in informal situations, use natural rhythm and intonation. If it becomes necessary to exaggerate a particular sound to acquire auditory awareness, always return the sound to normal conversational English.

## PACING AND MASTERY

NALAP materials are being developed to enable the teacher to determine the time required by a pupil(s) to accomplish an objective and the number of objectives which the pupil(s) is able to complete in a week, month, or year. Since there is a possibility of spending "too little" or "too much" time on any one lesson or set of lessons, the estimated lessons indicated for each Structural Objective on the guideline sheet are to assist the teacher in pacing.

Two or more instructional periods a day will be needed to ensure pupil success. The length of these periods will depend on the needs and maturity of the pupils. The transfer phase of the lesson may also require additional periods in which pupils are offered opportunities for such transfer of learning.

In order for NALAP materials to be effective in ensuring pupil success, the teacher must have a flexible attitude toward the concept of mastery. The pupils should be able to apply and transfer the structure being presented in a new situation which is based on the learners' previous experiences and suited to their maturity. Perfection is not expected and should not be required.

For the pupils whose achievement is not satisfactory by the time of the speed text, review lessons may be planned and presented for those pupils as the total group continues with subsequent objectives. Most classes may require sub-grouping to enable all pupils to proceed at their own pace.

The pacing for each unit (i.e., the estimated number of lessons and maximum weeks) is specified. The needs, abilities, and maturity of the pupils may necessitate a modification in the pacing, however, a minimum of eight units should be completed during the first year of language instruction. Both Books 1 and 2 should be completed by the end of the third year in school. Research proves that too slow a pacing of lessons prevents the learners from seeing the inter-relatedness of the sequence of the objectives and thus retards their learning.

## SENTENCE AND WORD CONTROL

A sequenced presentation of the structures of English attempts to order the grammatical structures in a way they can be most easily and effectively learned by a particular group of students. Of necessity, some structures common to mature speakers of English will have to be postponed. It is imperative that the teacher control the sentences used in all communication with the children.

Pupil comprehension of what is heard or read in learning English as a second language is directly related to sentence control. If a pupil does not understand a statement, question, or request made by the teacher, the following should be used to engender comprehension:

1. Use of real objects, models, and pictures.
2. Use of real-life experiences requiring pupil involvement.
3. Demonstration of the concept.
4. Explanation in Navajo, expecially with young children.
5. Use of verbal example(s) with older children.

Do not give verbal explanations of concepts and generalizations.

In order to maintain consistency and to prevent the introduction of unknown structures, the teacher should be especially careful to avoid the following:

1. negative, tag, intonational, and partially-deleted questions,
2. passive and reported speech,
3. highly complex and/or compound sentences,
4. paraphrased constructions of commands and questions when they need to be repeated.

Use of the above does not serve as prefamiliarizations for the structures because of their complexity and the comprehension problems involved. These structures will be introduced at a higher level.

Sentence control applies to reading texts and other materials that the child is required to read. Early reading instruction can be based entirely upon language experience materials derived from the content of the Structural Objectives. When formal reading instruction does begin, the children should be required to read only the sentences and vocabulary items within their speaking ability. Therefore, all formal reading instruction should be delayed until such a time that the pupils' English language acquisition and experiential foundations will ensure success in reading for each child.

Word or vocabulary control is not as important as sentence control, however, in certain Structural Objectives the vocabulary is limited due to the grammatical structure being introduced. The meaning of vocabulary selected for Structural Objectives and used for reading and writing as well as speaking should be developed through concrete experiences. As children begin reading commercially-prepared materials, background experiences for new and unfamiliar content and its related vocabulary should be developed through a wide variety of real-life activities in and out of the classroom. Do not give or ask for verbal definitions of words in isolation.

Vocabulary selected for each Structural Objective should be taken from a wide variety of contexts. In teaching a new objective use only known vocabulary. After the structure is internalized, new vocabulary may be taught through known structures. It is suggested that a record be maintained of what words are taught/reviewed in each S.O. and in what contexts. This will help the teacher to avoid teaching new vocabulary with new grammatical structures.

## TYPES OF OBJECTIVES

1. Structural Objectives:

Structural objectives are a sequence of the grammatical structures of English based on the pre-determined needs of Navajo children learning English as a second language. Since it is impossible for children to learn all the language they will need for communication by the situational approach, these objectives comprise a structural-sequential approach to learning English whereby the children will induce the rules of the language in the most effective and efficient way possible. In order for the children to internalize all the grammatical structures of English, the NALAP sequence of Structural Objectives should be carefully followed during the primary years. If preassessment indicates previous internalization of certain structures, briefly review, and proceed to the next structure(s). Do not attempt to teach and drill known structures.

There are two types of structural objectives, basic and contrast.

(a) Basic Objectives:
In basic objectives the children learn to respond with ease and understanding to a teacher cue containing a grammatical structure. Basic objectives result in list learnings which are necessary before the child can respond successfully to contrast objectives. For example, the children learn to respond correctly to the question, "What's this?" At a later time, he will be expected to contrast it with other questions. The choices the child must make in responding to basic objectives are limited and therefore do not require the "thinking" necessary to respond correctly to contrast objectives. This does not imply that basic objectives are unimportant, but are necessary as prerequisites for the more complex thinking required in contrasting structures.

(b) Contrast Objectives:
In contrast objectives the child learns to respond with ease and understanding, and without confusion, to the teacher cue containing two or more related grammatical structures. For example, after the children learn to answer both the "yes/no" question and the "or" question separately, they are asked to respond to both questions at random in one instructional period. Contrast objectives occur throughout the sequence and constitute a vital teaching strategy in the materials. They test the child's ability to comprehend and discriminate grammatical signals and to respond appropriately. Errors are very likely to occur in the comprehension situation inherent in contrast objectives; and, therefore, these objectives should be taught carefully and thoughtfully. The teacher should realize that the errors which occur are probably the result of the difficulty of the language task and not a measure of the pupils' previous learning of the basic objectives.

2. Situational Objectives

In a situational language program the child learns specific sentences or phrases for a particular situation and therefore is not required or expected to manipulate the elements within them even though there may be limited vocabulary substitution. A situational language program which can apply in all classrooms, cannot be developed since the language needed is dependent upon specific situations in individual classrooms. Each teacher must develop "situational objectives" for his/her pupils based upon the language deemed necessary for that particular class.

In NALAP Book 1, Appendix A contains sample Situational Objectives which may be used as guides for developing situational language. Teachers should add to, adapt, and modify these according to the needs of their pupils.

3. Prefamiliarizations

The Prefamiliarizations of the NALAP sequence are developed to introduce the children to new concepts and/or structures to be used in the following Unit. Therefore, Prefamiliarizations should be presented as directed on the introductory sheet of each Unit. For Prefamiliarizations the children are not required to respond or react overtly. The teacher and/or aide introduces the concept or structure through stories or play activities in English or exploration of the idea in Navajo.

In NALAP Book 1, several Prefamiliarizations have been developed for use with young children who are in the first year of language learning. In NALAP Book 2, specific Prefamiliarizations have been limited, however, the Structural Objectives themselves serve as Prefamiliarizations for subsequent structures.

The teacher may feel that other concepts or structures need prefamiliarization. This may be done using the format and procedures of the Prefamiliarizations given in the materials.

## UNIT XI: Adverbials of Place

S.O. 87: Recognition of an adverbial of place used in a command with a transitive verb.

S.O. 88: Recognition of an adverbial of place used in a command with an intransitive verb.

S.O. 89: Recognition of an adverbial of place used in a command with a transitive or intransitive verb.

S.O. 90: Production of a short answer using an adverbial of place in response to a "where" question.

S.O. 91: Production of a shortened answer using an adverbial of place in response to a "where" question.

S.O. 92: Production of a statement with an adverbial of place.

S.O. 93: Production of a negative statement with an adverbial of place followed by a correcting sentence.

S.O. 94: Production of a "where" question with the present tense forms of the verb "be".

S.O. 95: Production of a shortened answer in response to a "yes/no" question with an adverbial of place.

S.O. 96: Production of contrasting "where" and "yes/no" questions with adverbials of place.

S.O. 97: Production of a short/shortened answer using an adverbial of place in response to an "or" question.

S.O. 98: Production of a shortened answer in response to a "yes/no" question using an adverbial of place contrasted with production of a short/shortened answer using an adverbial of place in response to an "or" question.

S.O. 99: Production of a short/expanded short answer in response to a "what" and a "who" question using an adverbial of place.

S.O. 100: Production of "what", "who", and "where" questions with adverbials of place.

**Pacing:**

Lessons: 25 - 43
Weeks: 5 (Maximum)

**Related Text:**

American English Series
Book I: Units 33 - 34

1. Location Game

Divide the group into two teams, Give a command (e.g., Put the ball on the table. Hide the pencil in the box.) to a pupil in each team. As a pupil responds correctly, he scores a point for his team. Reward the winning team.

2. Choose and Place

Prepare flannelbacked cutouts for school building, doors, windows, chimneys, chairs, pencils, trees, clouds, playground equipment, community scene objects, etc. Give commands such as:

T: John, put the school building on the flannelboard.
John: Performs requested action.
T: Lucy, put the tree by the school.
Lucy: Performs requested action.
T: Roger, put the bird in the tree.
Roger: Performs requested action.

3. Make It! Bake It!

Collect necessary equipment and ingredients for making fry bread, a cake, cookies, ice cream, etc. During preparation, give commands such as:

T: Put the flour in the bowl.
P: Performs requested action.
T: Put the pan on the stove.
P: Performs requested action.

4. Hide the Button

Collect buttons. Divide the group into two teams. Select one or two pupils from each team as "Hiders." Other pupils hide their eyes. Whisper in the "Hiders" ears to hide buttons in various places. (e.g., in a box, under a book, on top of the table, etc.) After buttons are hidden, pupils look for them. As a pupil finds a button and calls out "Here is a button!" he scores a point for his team. Do this several times with different "Hiders". Reward winning team.

5. Read and Do

Prepare sentence strips with commands. Put them in a hat, envelope, or box. Pupils pull out a strip, read the command, and perform the action. If necessary, read the command for the pupil.

STRUCTURAL OBJECTIVE 87 : Recognition of an adverbial of place used in a command with a transitive verb.

Estimated Lessons: /1-2 /

| Teacher Cue: | Pupil Response: (Non-Verbal) |
|---|---|
| Teacher sets up appropriate situation, gives examples, and says:<br>Put the ball under the box. | Pupil performs requested action. |

Suggested Context(s):

Classroom
Playground

Suggested Vocabulary:

| Prepositions | Verbs |
|---|---|
| in | put |
| on | hide |
| under | |
| over/above | |
| against | **Nouns** |
| on top of | Known count nouns |

Suggested Resources and Materials:

Objects for "Hide-the-Button" game
Flannel board cutouts (farm, city, zoo, etc.)
Ingredients for fry bread, ice cream, cookies, etc.
Sentence strips

Teaching Points:

1. Extension of adverbials of place in commands which were introduced in Book 1, S.O. 2.

2. $VP \rightarrow V_t + NP_2 + Adv_{place}$

$Adv_{pl} \rightarrow Prep + NP_4$

$\left\{ \begin{matrix} NP_2 \\ NP_4 \end{matrix} \right\} \rightarrow Det + Noun$

| 3. $V_t$ | Det | Noun | Prep | Det | Noun |
|---|---|---|---|---|---|
| put | your | hands | over | your | head |
| | the | ruler | on | the | table |
| | your | crayons | in | the | box |
| | | etc. | etc. | | etc. |

4. Limitations:
   (1) prepositions in suggested vocabulary
   (2) inanimate count nouns
   (3) determiners "the" and "your"
   (4) verbs "put" and "hide" (See suggested vocabulary.)

5. Avoid the use of the verb "put" plus the particle "on". (e.g. Put on your coat.)

6. To insure comprehension of the positional words, be sure that the situation as set up is accurate.

7. Direct address may be used optionally as:
   Mike, put the crayons in the box.
   Put the cup on the table, Lucy.

## SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 88

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1. The Zoo

Prepare huge stand-ups of zoo animals. Make a classroom zoo. Give commands such as:

T: Stand by the elephant.
Sit beside the lion.
Stand next to the giraffe.

Pupils perform requested actions.

2. Choose and Place (See S.O. 87)

Prepare materials and conduct as explained in S.O. 87 using the adverbials of place of this objective.

3. Read and Do (See S.O. 87)

Conduct as explained in S.O. 87 using sentence strips with commands suitable for this objective.

4. Write and Do Grab Bag

Write across top of chalkboard the adverbials of place for this S.O. Under each, write three or four commands. Let each pupil copy on small sentence strips one command from each column. While they are writing check for handwriting and accurate punctuation (capitals and periods). Collect strips, put in a box or bag, and conduct as explained in Read and Do, S.O. 87.

STRUCTURAL OBJECTIVE 88 : Recognition of an adverbial of place used in a command with an intransitive verb.

Estimated Lessons: /1-2/

| Teacher Cue: | Pupil Response: (Non-Verbal) |
|---|---|
| Teacher sets up appropriate situation, gives examples, and says: | |
| Sit (down) in your seat. | Pupil performs requested action(s). |
| Stand $\left\{\begin{array}{l}\text{next to}\\ \text{beside}\\ \text{by}\end{array}\right\}$ the window. | |

Suggested Context(s):

Classroom
Playground

Suggested Vocabulary:

Prepositions
in
on
under
against
near
beside
by
next to

Verbs
sit (down)
stand

Suggested Resources and Materials:

Large pictures of animals (zoo, farm, etc.)
Paper strips for writing activity
Overhead projector and teacher-made transparencies

Teaching Points:

1. Extension of adverbials of place following intransitive verbs in commands, Book 1, S.O. 2.

2. $VP \rightarrow V_i + Adv_{place}$

3.

| $V_i$ | Prep | Det | Noun |
|---|---|---|---|
| sit | under | the | table |
| stand | against | the | wall |
| sit | beside | Ø | Lucy |
| | | | etc. |

4. Limitations:
   (1) prepositions in suggested vocabulary
   (2) determiners "the" and "your"
   (3) verbs "sit (down)" and "stand"

5. At this level treat the prepositions "next to", "beside", and "by" as synonymous.

6. To insure comprehension of the positional words, be sure the situation as set up is accurate.

# SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 89

1. Setting the Table

Collect equipment and materials for setting a table. Include tablecloth, plates, knives, forks, spoons, napkins, glasses or cups, salt and pepper shakers, etc. Demonstrate and tell where items are placed in setting a table. Collect or place items on a tray. Give commands such as:

T: Put the tablecloth on the table.
Put a plate on the table.
Put a knife next to the plate.
Put a spoon by the knife
......

Pupils perform requested actions.

2. Stand in Place

Divide group into two teams. Give a command to a pupil in each team. For example:

T: Roger, stand in front of Mike.
(to Team 1)
Lucy, stand behind Gloria.
(to Team 2)
Joseph, stand between Roger and Mike.
(to Team 1)
Shirley stand in front of Lucy.
(to Team 2)

Continue in this manner. Each pupil performing a correct action scores a point for his team. Reward winning team.

3. Matching Game

Collect a variety of familiar items. Prepare sentence strips with commands using the name of the objects collected. Give each pupil a different object. Place the sentence strips on the chalkboard tray or table where the pupils can see them. Each child finds the sentence strip in which the name of his object appears. He reads the command and performs the requested action.

4. Fill-in-the-Blank

Prepare a worksheet of several commands leaving a blank for each adverbial of place. For example:

1. Put the ball ____ the table.
2. Put the box ____ the bed.
3. Put the chair ____ the table and the window.
4. Put the table ____ the wall.
5. Stand ____ John.
6. Sit ____ ____ ____ Mary.

in front of
on
behind
by
against
between

Have pupils write the correct word in each blank.

STRUCTURAL OBJECTIVE 89 : Recognition of an adverbial of place used in a command with a transitive or intransitive verb.

Estimated Lessons: /2-3/

| Teacher Cue: | Pupil Response: (Non-Verbal) |
|---|---|
| Teacher sets up appropriate situation, gives examples, and says: | |
| 1. Stand in front of Mike. | 1. Pupil performs requested action. |
| 2. Put the chair between the window and the table. | 2. Pupil performs requested action. |

Suggested Context(s):

Classroom
Playground

Suggested Vocabulary:

Prepositions
- in front of
- in back of
- behind
- between
- next to
- beside
- by
- in
- on
- under
- above
- against
- on top of

Verbs
- put
- stand
- sit (down)

Suggested Resources and Materials:

Items for setting table (table cloth, napkins, cutlery, etc.)
Sentence strips
Chart or worksheet (reading and writing activities)

Teaching Points:

1. Extension of S.O. 87 and 88.

2. 1) $VP \rightarrow V_i + Adv_{place}$

2) $VP \rightarrow V_t + NP_2 + Adv_{place}$

3. 1)

| Vi | Prep | Det | Noun |
|---|---|---|---|
| stand | in back of | your | chair |
| sit down | behind | Ø | Gloria |
| | | | etc. |

2)

| $V_t$ | $NP_2$ | Prep | Det | Noun |
|---|---|---|---|---|
| put | your coat | in | the | closet |
| put | the ball | between | the | box and sack |
| | etc. | | | etc. |

4. Limitations:
   (1) prepositions in suggested vocabulary
   (2) determiners "the" and "your"
   (3) verbs in suggested vocabulary
   (4) known count nouns and names of known people

5. At this level treat the prepositions "in back of" and "behind" as synonymous.

6. To insure comprehension of the positional words, be sure the situation as set up is accurate.

1. Where, O Where?

Prepare or collect flannelboard cut-outs or large picture scenes of city, farm or community life. Display and ask questions such as:

T: Where's the cow?
P: In the barn.
T: Where are the birds?
P: On the fence.

2. Choose and Place

Collect a variety of familiar items or cut-outs. Pupils take turns selecting an item and placing it where the other pupils can easily see it. Ask the appropriate question for this S.O. and have a pupil respond accurately.

3. Song: Where, O Where?
(Tune: Are You Sleeping?)

Where's the bookcase?
Where's the bookcase?
By the door, by the door.
Where's the chalkboard?
Where's the chalkboard?
On the wall, on the wall.

Where's the chair?
Where's the chair?
Near the desk, near the desk.
Where's the trash can?
Where's the trash can?
By the sink, by the sink.

4. Read and Do: Where, O Where?

Prepare sentence strips with related questions and answers (e.g., "Where's the flag?" on a question strip and "On the wall" on an answer strip.). Give each pupil a different answer strip. Show a question strip and read the question. Pupil with answer stands and reads the response.

5. Matching Game

Use sentence strips prepared for activity No. 4. Display both question and answer strips on a large table or the floor. Let each pupil choose two questions and their related answer strips, take them to their desks and match them correctly, and then copy the question and its answer. Check for handwriting and punctuation (capitals and question marks).

STRUCTURAL OBJECTIVE 90 : Production of a short answer using an adverbial of place in response to a "where" question.

Estimated Lessons: / 2-3/

| Teacher Cue: | Pupil Response: |
|---|---|
| Teacher sets up appropriate situation, gives examples, and asks: | |
| Where's [Mike?<br>the pencil?] | [At the clinic.<br>In the dorm.] |
| Where are the marbles? | On the table. |

**Suggested Context(s):**

Social Studies: Classroom management and arrangement
Math
Playground

**Suggested Vocabulary:**

Prepositions
in
on
at
under
above
near
against

**Suggested Resources and Materials:**

Flannel board cutouts (farm, city, zoo, etc.)
Charts of city, farm, and community life (Source: Richard Scary)
Cutouts of known items (may be pupil art project)
Sentence strips of adverbial phrases

**Teaching Points:**

1. First required production of adverbials of place. Book 1 contains adverbials of place in response to commands and opportunities for optional use.

2. Adv place → Prep + NP4
   NP4 → Det + Noun

3.

| Prep | Det | Noun |
|---|---|---|
| in | the | box |
| on | | chair |
| at | | dorm |
| under | | window |
| above | | sink |
| near | | door |
| against | | wall |
| | | etc. |

4. Limitations:
   (1) prepositions listed under suggested vocabulary
   (2) determiner "the"

5. In order to insure comprehension of the prepositions be sure the situation as set up is accurate.

6. Phrases such as "at home", "at school", and "in Gallup", which do not require a determiner should be avoided in this unit. They may be presented situationally.

7. Note that "where is" is contracted to "where's", but "where are" is ellided to prevent confusion of "where" and "where're".

8. Note that the answers to questions are not complete statements. e.g. Where's Mike?
   * Mike is at the clinic.

9. The appropriate situation should be set up so that the answer to the question is not obvious to the questioner.

## SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 91

### 1. Musical Game

Prepare for game by marking with masking tape various places in the classroom for pupils to stand. Examples of places are "on a rug", "beside a chair", "near a box", "against a table", "near a window", etc. A group of pupils stand in front of the room on a designated line. When music begins, pupils walk around room and locate themselves in the marked places. When music stops, any pupil who is not in a marked location, drops out of game. Ask questions about the pupils standing. (e.g., Where's Lucy? Where are you, Gloria? Where are Mark and Roger?) Pupils give correct shortened answers. Each pupil should participate in locating a place to stand and in giving a response.

### 2. Setting the Table (See S.O. 89)

Collect materials as for S.O. 89. Give a command to a pupil. (e.g., Put the tablecloth on the table.) The pupil performs the requested action. Then ask, "Where's the tablecloth?" Pupil responds, "It's on the table." Put a plate on the table and command next pupil to put a knife by the plate. Pupil performs requested action. Then ask the same pupil "Where's the knife?" Pupil answers, "It's by the plate." Continue in this way giving the cue to each adverbial of place in the command. However, accept any correct adverbial of place given by pupil.

### 3. Hide the Button (See S.O. 87)

Prepare and proceed as in S.O. 87 until the pupil calls "Here is the button!" Then ask, "Where's the button?" Pupil responds using a shortened answer with the appropriate adverbial of place.

### 4. Read and Do

Collect a variety of familiar objects. Put them in a box. Prepare sentence strips on which are written adverbials of place, such as; "in the box", "near the window", "next to the sink", "by the door", etc. Any known adverbial of place may be used. Put sentence strips on a large table or the floor so they can be easily read. Let each pupil choose an object from the box and a sentence strip. He reads the adverbial of place and puts his object in the correct place. After placing objects pupils sit down and teacher asks, "Where's the orange?" The pupil who had the orange responds with the correct adverbial of place that is on his sentence strip; e.g., "It's in the box." Pupil returns sentence strip and object to the table.

### 5. Let's Read

Label a variety of objects with adverbials of place telling where each is. For example, put a label which reads "in the corner" on a broom and stand the broom in the corner. Have a group of pupils walk around and stand by the objects. Ask each pupil the appropriate question "Where's the broom?" Pupils give the correct shortened answer (e.g., It's in the corner.)

### 6. Let's Write

Display a large picture of a farm or community scene. Prepare a worksheet asking "where" questions about different things in the picture. Have pupils write shortened answers to the questions.

| | Question | Response |
|---|---|---|
| e.g., | Where's the barn? | It's behind the house. |
| | Where's the rabbit? | It's by the barn. |

STRUCTURAL OBJECTIVE 91 : Production of a shortened answer using an adverbial of place in response to a "where" question.

Estimated Lessons: / 2-3/

| Teacher Cue: | Pupil Response: |
|---|---|
| Teacher sets up appropriate situation, gives examples, and asks: | |
| 1. Where's [Lucy?<br>the clock?] | 1. [She's under the table.<br>It's above the bulletin board.] |
| 2. Where are [Mike and Roger?<br>the lights?] | 2. [They're near the sink.<br>They're on the ceiling.] |
| 3. Where are you? | 3. [I'm<br>We're] at the chalkboard. |

**Suggested Context(s):**

Social Studies: Classroom management and arrangement
Playground
Science
Math

**Suggested Vocabulary:**

**Prepositions**

| | | | |
|---|---|---|---|
| in | on | above | against |
| at | under | near | |

**Suggested Resources and Materials:**

Items for setting table (table cloth, cutlery, napkins, etc.)
Worksheet with fill-in blanks
Large variety of familiar objects/items

**Teaching Points:**

1. Extension of S.O. 87 by pupil production of a shortened answer. The shortened answer requires pronoun and verb "be" agreement with the subject in the question.

2. $NP_1 + V_{be} + Adv_{place}$

$NP_1 \rightarrow$ Pron

Pron $\rightarrow$ he, she, it, I, we, they, you

$V_{be} \rightarrow$ is, are, am

$Adv_{pl} \rightarrow Prep + NP_4$

3.

| $NP + V_{be}$ | Prep | Det | Noun |
|---|---|---|---|
| he's<br>you're | in<br>near | the | hall<br>table<br>etc. |

4. Note that "you" may be singular or plural and is reciprocal of both "I" and "we". See Book 1, S.O. 41 and 66.

5. Important! See S.O. 90, T.P. 4, 5, 6, 7, 8, and 9.

## SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 92

1. Choose and Place

Collect and display on a table a variety of familiar objects. Each pupil chooses an object, puts it wherever he chooses, and says, "The horn is under the desk." Vary the techniques of pupil and object selection to add interest.

2. Bus Tour

Make a "make-believe" bus by using eight to ten chairs. Seat pupils in bus. Select a bus driver. The classroom scenery is observed from the bus. As he pretends to drive along, the bus driver describes what is being seen to the passengers. (e.g., "The chalkboard is against the wall." "The blocks are on the table." "The trash can is near the window.") Encourage pupils to use as many prepositions as possible to introduce adverbials. Change drivers frequently. Teacher and other pupils may move some of the objects around while bus drivers and passengers are exchanging.

3. Let's Read (See S.O. 91)

Label a variety of objects as directed in S.O. 91. When pupil stands by the object of his choice, he produces the appropriate statement for his object and its written adverbial of place. (e.g., "The chair is in the corner." "The broom is against the wall.")

4. Scrambled Sentences

Use same picture(s) used in S.O. 91, Activity 6. Prepare a worksheet with several scrambled sentences about the picture. Direct the pupils to write a correct sentence for each one.

Sample sentences might be:

behind the house. barn is the
dog the under the tree. is

## STRUCTURAL OBJECTIVE 92 : Production of a statement with an adverbial of place.

Estimated Lessons: / 2-4/

| Teacher Cue: | Pupil Response: |
|---|---|
| Teacher sets up appropriate situation, gives examples, and says:<br>Let's talk in the same way. | Mike is in the hall.<br>The ball is under the box.<br>The chairs are against the wall. |

### Suggested Context(s):

Social Studies
Science
Math
Playground

### Suggested Vocabulary:

Prepositions
in at above against
on under near

Nouns
Select to fit contexts

### Suggested Resources and Materials:

Labels for classroom items and equipment
Chairs (for bus activity)
Worksheet (writing activity)
Large variety of familiar objects/items

### Teaching Points:

1. Extension of adverbials of place by statements.

2. $NP_1 + V_{be} + Adv_{place}$

$$NP \rightarrow \begin{Bmatrix} Name \\ Det + N \end{Bmatrix}$$

$V_{be} \rightarrow$ am, is, are

$Adv_{pl} \rightarrow Prep + NP$

| 3. Det | Noun | $V_{be}$ | Prep | Det | Noun |
|---|---|---|---|---|---|
| Ø | Lucy | is | under | the | desk |
| the | marbles | are | in | | box |
| | etc. | | | | etc. |

4. Adverbials are those listed in suggested vocabulary.

5. Introduce this S.O. with the "be" verb construction. It may be extended by using the present progressive with animate subjects only. e.g. Lucy and Gloria are playing in the gym.

$NP_1 + Aux + be + V_i + ing + Adv_{place}$

1. Who's Correct?

Divide the group into two teams. Seat teams in semicircles facing each other. A pupil from each team walks to the center of the circle and shakes hands. The pupil from Team 1 says something ridiculous, such as: "The clock is over the door." The pupil from Team 2 says, "The clock isn't over the door. It's over the chalkboard." Pupils producing correct statements score points for their teams. Go on to the next two pupils. Reward winning team.

2. Talk about Pictures

Collect a variety of pictures which clearly illustrate adverbials of place (e.g., a cat in a basket, a dog by a dog house). Give each pupil a different picture. Select a pupil by using some interesting technique. When chosen, the pupil produces a negative statement about the picture followed by the correcting sentence. If he speaks correctly, he exchanges his picture for a new one. Play until each pupil has had several opportunities to speak.

3. Let's Read

Prepare sentence strips on which are written ridicculous statements such as: "The flag is under the desk." Place these face down on a large table or the floor. Have each pupil choose a strip, read the statement and orally produce the negative statement and it's correcting sentence.

4. Let's Write

Prepare a worksheet of ridiculous statements such as were on the sentence strips in the "Let's Read" activity. Let pupils write the negative statement followed by its correcting sentence. For example:

The lights are on the floor.

______________________________

______________________________

The trash can is in the sink.

______________________________

______________________________

......

STRUCTURAL OBJECTIVE 93 : Production of a negative statement with an adverbial of place followed by a correcting sentence.

Estimated Lessons: / 3-4/

| Teacher Cue: | Pupil Response: |
|---|---|
| Teacher sets up appropriate/ pretend situation, gives examples, and says:<br>Let's talk in the same way. | 1. The book isn't in the book case. It's on the desk.<br>2. The pencils aren't in the box. They're $\left\{\begin{array}{l}\text{beside}\\ \text{by}\\ \text{next to}\end{array}\right\}$ it. |

Suggested Context(s):

Social Studies:
Classroom, School, Campus, and Home
Recreational Arts: Playground equipment
Science: Environment materials such as trees, plants, rocks, etc.
Math

Suggested Vocabulary:

Prepositions

| | | | |
|---|---|---|---|
| beside | on | above | against |
| by | in | under | |
| next | at | near | |

| Nouns | Pronouns |
|---|---|
| Names<br>Known vocabulary to fit contexts | I, you, he, she, it, we, they |

Suggested Resources and Materials:

Doll house and furniture
Sentence strips
Large variety of familiar objects/items

Teaching Points:

1. Extension of adverbials of place by pupil production of a negative statement and a correcting sentence.

2. Negative Transformation

$$NP_1 + V_{be} + Adv_{place} \longrightarrow$$

$$NP_1 + V_{be} + not + Adv_{place}$$

3.

| Det | Noun | $V_{be}$ + not | Prep | Det | Noun |
|---|---|---|---|---|---|
| 0 | Mike | isn't | at | the | dorm |
| the | towels | aren't | beside | the | sink |
| 0 | I'm | not | on | the | chair |
| | etc. | | | | etc. |

| NP + $V_{be}$ | Prep | Det | Noun |
|---|---|---|---|
| he's | at | the | clinic |
| they're | in | the | cupboard |
| I'm | beside | 0 | it |

4. Introduce "beside", "by" and "next to" as synonymous prepositions to begin adverbial phrases. The minute differences in meaning of these words will be dealt with at a higher level.

5. Introduce this S.O. with the "be" verb construction. It may be extended by the use of the present progressive with animate subjects only.

6. Introduction of the pronoun "it" as the object of a preposition in the correcting sentence of response No. 2. In response No. 2 of this objective use only plural subjects and singular objects of the preposition to avoid the use of "it" twice in the same sentence.

7. With third person singular subjects, contrast "is" with "not" instead of with the subject. (e.g., "book isn't" rather than "book's not") Note with subject "I" the "I am not" is contracted to "I'm not".

1. The Zoo

Prepare or collect a chart showing a number of zoo animals in their reasonable locations. (e.g., a lion in a cage, a monkey on a limb, a snake on a rock, an alligator near the water, a polar bear on the ice, etc.) Display chart, then say, "Lucy, ask Mike about the lion."

Lucy: Where's the lion?
Mike: In the cage.

2. Talk about Pictures (See S.O. 93)

Divide group into two teams. Have pupils seated in a semicircle facing each other. A pupil from each team will meet in the center, and have a dialog such as:

Team 1 P: (Showing picture)
Where's the dog?
Team 2 P: Near the house.
Team 2 P: (Showing picture)
Where's the cat?
Team 1 P: In the basket.

Each pupil scores a point for his team for each correct production. Reward winning team.

3. Matching Game

Use pictures collected in activity No. 2. Prepare sentence strips on which are written "where" questions related to the pictures. Place pictures and sentence strips face down on a large table or the floor. Let each pupil choose a picture and find its related "where" question strip. When all pupils have related pictures and question strips they are seated in a semicircle. They put the picture on an easel and put the sentence strip under it. They read the question and a pupil is selected to answer. Be sure all pupils participate.

4. Let's Write!

Select six pictures similar to examples below, tape each picture to the chalkboard, and write an appropriate question and answer underneath.

1. A boy sitting or standing near a window or door.

Where's the boy? He's by the door.

2. Crayons in a box.

Where are the crayons?
They're in the box.

3. A girl or woman sitting under a tree.

Where's the girl?
She's under the tree. etc.

Read questions and answers with each picture. Then erase answers. Have pupils write numbers 1-6 on lined paper given them. Have them write the answer to each question.

STRUCTURAL OBJECTIVE 94 : Production of a "where" question with the present tense forms of the verb "be".

Estimated Lessons: /3-4 /

| Teacher Cue: | Pupil Response: |
|---|---|
| Teacher sets up appropriate situation, gives examples, and says: | Dialog 1<br>P1: Where's Mike?<br>P2: (He's) in the hall. |
| 1. Roger, ask Lucy where Mike is. | Dialog 2<br>P1: Where are the rocks.<br>T : (They're) on the table. |
| 2. Gloria, ask me where the rocks are. | |

Suggested Context(s):

Social Studies: Classroom, School Campus, and Home
Science
Recreational Arts: Playground

Suggested Vocabulary:

Known vocabulary related to contexts

Suggested Resources and Materials:

Doll house with furniture
Zoo chart
Sentence strips (to accompany zoo chart)
Large variety of familiar objects/items

Teaching Points:

1. First pupil production of "where" question
   Introduction of the indirect question.

2. This is a "wh" question transformation of the statement: $NP_1 + Aux + V_{be} + Adv_{place}$
   e.g., The rock is on the floor.

   "Wh" Question Transformation

   $NP_1 + Aux + V_{be} + Adv\ place \Longrightarrow$

   $NP_1 + Aux + V_{be} + where \Longrightarrow$

   $where + Aux + V_{be} + NP_1$

3.

| Int Pron | $V_{be}$ | Det | Noun |
|---|---|---|---|
| where | are | the | books |
| | is | ∅ | Lucy |
| | are | the | boys |
| | | | etc. |

4. The indirect question may be new to all or most of the pupils. Set up the situation carefully. At this time, use only the indirect questions indicated. The indirect question in the teacher cue contains the question the pupil is to produce, however, modifications are required. In No. 1, "where Mike is" changes to "where's Mike?" In No. 2, "where the rocks are" changes to "where are the rocks?"

5. Limitations:
   (1) count nouns
   (2) third person pronouns

6. Important! To insure comprehension, be sure each situation as set up to elicit question and answer is accurate.

7. The appropriate situation should be set up so that the answer to the question is not obvious to the questioner.

8. For other Teaching Points, see S.O. 90 & 91.

## SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 95

1. Grab Bag

Collect a variety of familiar objects and make a cut-out of each. Put items on a tray. On each cut-out write a "yes/no" question with an adverbial of place. Put cut-outs in a sack or box to use as a "grab bag". Begin activity by directing pupils to place the objects in the places that correspond with the cut-outs. Pupils take turns pulling a cut-out from the bag. They show the question to the teacher who reads it to them. Pupils give accurate responses. Example of question:

T: Is the ball in the box?
P: Yes, it is./No, it isn't.

2. Musical Strips

Prepare ten-twelve sentence strips with commands using an adverbial of place, such as:

"Stand behind the easel."
"Sit in front of your desk."
"Stand between the chalkboard and the window."
etc.

Cover strips with protective plastic and place on floor. Have a pupil stand behind each strip. As music plays they march around. When it stops, each pupil picks up the strip he is near and does what the command directs. Then teacher asks "yes/no" questions about each pupils' position. Selected pupils give correct responses.

3. Let's Read

Prepare a worksheet of "Yes/No" questions about the location of objects in the classroom. Under each question write an appropriate positive and negative answer. For example:

Is the clock on the wall?
Yes, it is./No, it isn't.
Are the boys in the gym?
Yes, they are./No, they aren't.

Adjust the number you give according to the abilities of your pupils. Distribute worksheets and have pupils read each question and draw a line under the correct answer. Correct and reward good work.

4. Let's Write

Prepare several "Yes/No" questions about the location of classroom objects, like in activity No. 3. Read the question orally and let pupils write the correct answers. Sample answers may be written on chalkboard. e.g., Yes, it is./No, it isn't.
Yes, they are./No, they aren't.
Yes, he is./No, he isn't.
Yes, she is./No, she isn't.
......

STRUCTURAL OBJECTIVE 95 : Production of a shortened answer in response to a "yes/no" question with an adverbial of place.

Estimated Lessons: /1-3/

| Teacher Cue: | Pupil Response: |
|---|---|
| Teacher sets up appropriate situation, gives examples, and asks: | |
| Is Lucy [behind / in back of] the door? | Yes, she is./No, she isn't. |
| Are the boys in front of the girls? | Yes, they are./No, they aren't. |
| Are you between the chalkboard and the window? | Yes, I am./No, I'm not. |

Suggested Context(s):

Social Studies: Classroom, School Campus, and Home
Science
Playground

Suggested Vocabulary:

| Prepositions | |
|---|---|
| between<br>in front of<br>behind<br>in back of | All others introduced in this unit. See S.O. 87 - 91 |

Nouns
Known vocabulary to fit contexts

Suggested Resources and Materials:

- Doll house with furniture
- Sentence strips (with yes/no questions)
- Large variety of familiar objects/items

Teaching Points:

1. Extension of adverbials by pupil response to "yes/no" questions.

2. Sent Adv + $\text{NP}_1$ + $\text{V}_{be}$ + (not)

   Sent Adv → yes, no
   NP → I, you, he, she, it, we, they
   $\text{V}_{be}$ → is, are, am

3.

| Sent Adv | NP | $\text{V}_{be}$ | (Neg) |
|---|---|---|---|
| yes | she | is | — |
| | they | are | — |
| | I | am | — |
| no | she | isn't | |
| | they | aren't | |
| no | I'm | | not |

4. Reinforcement of the prepositions "between", "in front of", "in back of", and "behind". At this level treat "in back of" and "behind" as synonymous. Present these four prepositions together as related concepts.

5. The object of the preposition "between" consists of two noun phrases conjoined with "and".

6. Note that answer is not one word (e.g. Yes.) nor a statement (e.g. Lucy is behind the door.) Use Correction Technique No. 2.

7. See S.O. 94, T.P. 6 and 7.

1. A Quick Look

Prepare a large chart of a bedroom or some other room in a house. Place chart with face against the wall or face down on a table. Select two pupils. Pupil No. 1 is directed to show the chart to Pupil No. 2 who looks at it very carefully for a short time. Then Pupil No. 1 turns chart so he and his teacher can see it but Pupil No. 2 cannot. Teacher says, "Ask about the bed." Pupil No. 1 asks, "Is the bed against the wall?" Pupil No. 2 answers, "Yes, it is." or "No, it isn't." If Pupil No. 2 responds correctly, he gets to act as Pupil No. 1, show the chart to another pupil and ask a "yes/no" question cued by the teacher.

2. Role Playing: Community Helpers

Prepare community helper hats, costumes or parts of uniforms as props for role playing. Designate with large printed signs various areas in the room as kitchen, firestation, dormitory, post office, etc. Prepare name tags using the names of the local people who fill these positions. Select a pupil for each area. Have other pupils talk about the actors. For example:

T: Roger, ask Mike about Mrs. Begay.
Roger: Is Mrs. Begay in the kitchen?
Mike: Yes, she is./No, she isn't.

Change role players often. Direct questioning so some answers are negative.

3. Reading Chart Story

Prepare a short story such as "John Cleans His Room". Make a dittoed copy for each pupil. Underline each adverbial phrase. Distribute copies and read story to pupils as they follow silently.

Mother said, "John clean your room. Put the trash can by the door. Put the blanket on the bed. Put your shoes in the closet. Put the clock on the table." John obeyed Mother.

After reading, have the pupils ask and answer appropriate question about the story. For example:

T: Roger, ask Mike about the blanket.
Roger: Is the blanket on the bed?
Mike: Yes, it is.
T: Lucy, ask Gloria about the clock.
Lucy: Is the clock on the floor?
Gloria: No, it isn't.

4. Let's Write (See Activity No. 3.)

Using the story sheets prepared for Activity No. 3, have pupils copy the story substituting different adverbial phrases for the ones underlined.

If you wish, stockpile possible adverbial phrases and write them on the chalkboard.

STRUCTURAL OBJECTIVE 96 : Production of contrasting "where" and "yes/no" questions with adverbials of place.

Estimated Lessons: /2-4 /

| Teacher Cue: | Pupil Response: |
|---|---|
| Teacher sets up appropriate situation, gives examples of dialogs, and says: | |
| 1. Gloria, ask me if the trash can is next to the sink. | Dialog 1<br>P1: Is the trash can next to the sink?<br>T : Yes, it is./No, it isn't. |
| 2. Roger, ask Mike where Lucy is. | Dialog 2<br>P1: Where is Lucy?<br>P2: (She's) at the dorm. |
| 3. Mike, ask Roger if the pencil is on the desk. | Dialog 3<br>P1: Is the pencil in the desk?<br>P2: No, it isn't.<br>P1: Where is it?<br>P2: (It's) on the table. |

Suggested Context(s):

Social Studies: Classroom, School Campus, and Home
Science
Math
Recreational Arts: Playground equipment

Suggested Vocabulary:

Prepositions
- on
- in
- at
- by
- beside
- next to
- near
- above
- under
- against
- between
- in front of
- behind
- in back of

Nouns
- Known count nouns
- Names of known people

Suggested Resources and Materials:

Doll house with furniture
Chart or transparency with rooms in house
Story ditto (teacher-prepared)

Teaching Points:

1. Use of a contrast situation as a teaching strategy contrasting "yes/no" and "where" questions.

2. "Yes/No" Question Transformation

$NP_1 + V_{be} + Adv\ place \longrightarrow$
$V_{be} + NP_1 + Adv\ place$

"Wh" Question Transformation

$NP_1 + V_{be} + Adv\ place \longrightarrow$
$NP_1 + V_{be} + where \longrightarrow$
$where + V_{be} + NP_1$

3.

| $V_{be}$ | Det | Noun | Prep | Det | Noun |
|---|---|---|---|---|---|
| are | ∅ | Mike & Roger | by | the | door |
| is | the | ruler | under | | box |
| | | etc. | | | etc. |

| Int Pron | $V_{be}$ | Det | Noun |
|---|---|---|---|
| where | is | ∅ | it |
| | are | the | blocks |

4. Note that Dialogs 1 & 2 have unrelated questions and in Dialog 3 the questions are related and sequenced. Pupils should be given opportunity to participate in Dialog 3.

5. In the sequenced question in Dialog 3, the pronoun "it" is obligatory.

6. In setting up the situation for Dialog 3, the "yes/no" question must receive a negative response.

7. Introduce no new prepositions. Use only the 14 prepositions already introduced in this unit.

8. The indirect question in the teacher cue contains the questions the pupils are to produce, however, modifications are required. In No. 1 "if the trash can is" changes to "is the trash can". In No. 2, "where Lucy is" changes to "where is "Lucy."

1. Where, O Where

Prepare ten-twelve sentence strips with adverbial phrases. (e.g., beside the window, under the table, behind the easel, etc.) Selected pupils choose a location and stand by the signs. The teacher turns so she doesn't know which locations are chosen.

Teacher: Is Mike behind the easel or under the table?
Pupil : Behind the easel./He's behind the easel.

Pupils may be prefamiliarized in the use of "neither" which is presented in Unit 16.

2. Talk about Pictures (See S.O. 93)

Use pictures collected for S.O. 93. Put pictures face down on a table. Let pupils take turns choosing a picture to look at. Then, ask a question, such as:

T: Is the cat in the basket or under the tree?
P: In the basket.

Teacher should be familiar with all pictures so as to ask reasonable questions. See note on use of "neither" in Activity No. 1.

3. Let's Read!

Prepare sentence strips with questions and answers to correspond with pictures used in Activity No. 2. Tape pictures to chalkboard and put the question strip under the related picture. Put answer strips on a table so they are easily read. A pupil chooses question strip, finds the correct answer, and puts it under the chosen picture.

4. Let's Write

Prepare a worksheet with the questions used with the pictures in Activities 2 and 3. Let pupils answer the questions. Have pictures and questions prominently displayed with the answers. The jumbled answers may be displayed near the pictures and questions.

STRUCTURAL OBJECTIVE 97 : Production of a short/shortened answer using an adverbial of place in response to an "or" question.

Estimated Lessons: /1-2/

| Teacher Cue: | Pupil Response: |
|---|---|
| Teacher sets up appropriate situation, gives examples, and asks: | |
| Is the ball in the box or on the desk? | (It's) in the box. |
| Is Mike near the window or by the door? | (He's) by the door. |

Suggested Context(s):

Science
Math
Social Studies
Health: foods, grooming items, etc.

Suggested Vocabulary:

| Prepositions | | Pronouns | Nouns |
|---|---|---|---|
| in | beside | I | Known count nouns |
| on | by | you | Names of known people |
| at | next to | he, she, it | |
| above | in front of | we | |
| under | between | they | |
| near | behind | | |
| against | in back of | | |

Suggested Resources and Materials:

Fishing game materials
Work sheets (reading and writing activities)
Large variety of familiar objects/items

Teaching Points:

1. Extension of adverbials of place by the "or" question.

2. $(NP_1 + V_{be}) + Adv_{place}$

$NP \rightarrow$ Pron
Pron $\rightarrow$ I, we, you, he, she, it, they
$V_{be} \rightarrow$ am, is, are
$Adv_{place} \rightarrow$ Prep + NP

| 3. NP + V | Prep | Det | Noun |
|---|---|---|---|
| (they're) | in front of<br>near | the | chalkboard<br>sink<br>etc. |

4. The appropriate situation should be set up so that the answer to the question is not obvious to the questioner.

5. Both a short and shortened response should be elicited from each pupil. Then the pupil may be given opportunity to use the one of his choice. In order to develop "naturalness" pupils should be encouraged to use these interchangeably.

6. In order to insure comprehension, randomize the conjoined prepositional phrases. Example, be careful not to give the answer away by always saying it at first or always saying it last. See Book 1, S.O. 45, T.P. 5.

1. A Quick Look (See S.O. 97)

Use sentence strips prepared in S.O. 97, Activity No. 1. Have a pupil stationed by each sign. Select four pupils to take a quick look at where the pupils are located. Then they turn their backs and the teacher asks, "yes/no" and "or" questions. Pupils giving correct responses may take the place of pupils stationed in the marked areas. Be sure to randomize the "yes/no" and "or" questions. For example:

T: Is Lucy under the desk or near the window?
P; Under the desk.
T: Are Mike and Roger behind the easel?
P: Yes, they are.

For variation, objects may be placed in various places to be talked about.

2. Storybook Fun

Collect pictures of familiar storybook characters. Have six to eight pupils seated in a semi-circle. Place a picture face down on the floor in front of each pupil. Select pupils by shuffling name cards and drawing. The selected pupil picks up his card and looks at the picture. The teacher asks a "yes/no" and an "or" question about each picture. Sample questions are:

Is Jack in the giant's house or on the beanstalk?

Is Jack near the house?

This is a good activity for Accuracy or Speed test.

3. Let's Read! More Storybook Fun

Prepare question and answer sentence strips for the storybook pictures used in Activity No. 2. Be sure some questions are "yes/no" and some "or". Proceed as for Let's Read in S.O. 97.

4. Let's Write! More Storybook Fun

Prepare a worksheet using questions and answers as used in Activity No. 3. Distribute to pupils and proceed as conducted in S.O. 97, Activity No. 4.

STRUCTURAL OBJECTIVE 98 : Production of a shortened answer in response to a "yes/no" question using an adverbial of place contrasted with production of a short/shortened answer using an adverbial of place in response to an "or" question.

Estimated Lessons: /1-3 /

| Teacher Cue: | Pupil Response: |
|---|---|
| Teacher sets up appropriate situation, gives examples, and asks: | |
| 1. Are the blocks on the table? | 1. Yes, they are./No, they aren't. |
| 2. Is Lucy under the desk or in front of the easel? | 2. (She's) in front of the easel. |

Suggested Context(s):

Classroom
Playground
Social Studies
Health

Suggested Vocabulary:

Prepositions

in
on
at
above
under
near
against
beside
by
next to
in front
between
behind
in back of

Nouns

Known count nouns
Names of known people

Suggested Resources and Materials:

Tricky cards
Nursery rhyme and storybook pictures
Pictures illustrating adverbials of place (may be teacher-prepared or pupil art project)
Charts illustrating adverbials of place
Large variety of familiar objects/items

Teaching Points:

1. Use of a contrast situation as a teaching strategy to discriminate between the answers to "yes/no" and "or" questions.

2. "Yes/No" Response

Sent Adv + $NP_1$ + $V_{be}$ + (not)

"Or" Response

($NP_1$ + $V_{be}$) + $Adv_{place}$

3. "Yes/No" Response

| Sent Adv | NP | $V_{be}$ | (Neg) |
|---|---|---|---|
| Yes | he | is | — |
| No | they | are | not |

"Or" Response

| ($NP + V_{be}$) | Prep | Det | Noun |
|---|---|---|---|
| | | the | |
| (It's) | under | the | three |
| (I'm) | beside | the | swing |
| | | | etc. |

4. In the questions the subject may be:
1) proper name
2) pronouns - I, you, we
3) count nouns

5. Answers to questions are not one word (e.g., "Yes." or "Easel.") nor a statement (e.g., Lucy is in front of the easel.) Use Correction Technique No. 2.

6. For probable error in confusing the answers, use Correction Technique No. 2. For all other errors use Correction Technique No. 1.

1. Talk About Pictures

Collect nursery rhyme or storybook pictures. Place pictures face down on two tables. Divide group into two teams. Seat each team in a semi-circle near a table. Teams take turns. A pupil goes to the table, selects a picture, and looks at it. The teacher asks a "what" or "who" question (e.g., What's beside Miss Muffet? Who's on the wall?). Be sure each question has an adverbial phrase. Each correct response scores a point for the team. Reward the winning team.

2. Choose and Place

Collect familiar objects and put them on a round table. Have an empty box, basket, and tray on the table. Pupils sit around table. Use a spinner (pop bottle) or card drawing for pupil selection. The selected pupil goes to the table, chooses an object, and puts it in the box, near the basket, on the tray, under the table or any place he chooses. Teacher asks a "what" or "who" question with an adverbial of place.

3. Let's Read! Storybook Fun

Use storybook pictures as in Activity No. 1. Prepare two large charts—one on which is written "what" or "who" questions about the pictures and one on which is written the answers. Place pictures face down on a table. A pupil chooses a picture, then finds and points to the question about the picture. The teacher reads the question. Then the pupil finds the answer on the other chart, points to it, and reads it.

Note! Farm, community, or zoo pictures might be substituted.

4. Let's Write!

Using pictures of Activity No. 3, prepare a worksheet of questions related to the pictures. Read questions with pupils and let them write the answers. The chart of answers in Activity No. 3 may be displayed.

STRUCTURAL OBJECTIVE 99 : Production of a short/expanded short in response to a "what" and a "who" question using an adverbial of place.

Estimated Lessons: / 1-2/

| Teacher Cue: | Pupil Response: |
|---|---|
| Teacher sets up appropriate situation, gives examples, and asks: | |
| 1. What's in the box? | 1. {A pencil.<br>Pencils.} |
| 2. Who's between Mike and Lucy? | 2. Gloria (is). |
| 3. Who's beside the desk: | 3. {I am.<br>We are.} |

Suggested Context(s):

Classroom
Playground
Art

Suggested Vocabulary:

| Prepositions | | Pronouns | Nouns |
|---|---|---|---|
| in | beside | I | Names of classmates, pupils, storybook characters |
| at | by | we | Known count nouns |
| on | next to | | |
| near | in front of | | |
| under | behind | | |
| above | in back of | | |
| against | | | |

Suggested Resources and Materials:

Picture flashcards (e.g., storybook characters)
Pictures illustrating adverbials of place (may be teacher-prepared or pupil art projects)
Large variety of familiar objects/items

Teaching Points:

1. Extension of adverbials of place by "what" and "who" questions.

2. Pupil Response 1
$NP \longrightarrow Det + N$
$Det \longrightarrow$ a, an, the, Ø

Pupil Response 2
$NP + (V_{be})$
$NP \longrightarrow \left\{\begin{matrix} \text{name} \\ Det + N \end{matrix}\right\}$
$Det \longrightarrow$ the

Pupil Response 3
$NP + V_{be}$
$NP \longrightarrow Pron$
$Pron \longrightarrow$ I, we, you

3.

| Det | Noun | $V_{be}$ |
|---|---|---|
| a | book | (is) |
| Ø | Mike | (is) |
| the | girls | (are) |
| Ø | I | am |
| | etc. | |

4. Limit vocabulary to that given in suggested vocabulary.

5. Note that in Pupil Response One the short answer is obligatory and in Pupil Response Three the shortened answer is obligatory; but in Pupil Response 2 either short or shortened answer may be produced.

6. The appropriate situation should be set up so that the answer to the question is not obvious to the questioner.

7. In the "what" and "who" questions the "is" form of verb "be" is standard because the number of the referent is unknown.

8. In response to question 1, the shortened answer forms are unnatural. Use only the short answer.

## SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 100

For this objective, use the following activities suggested for S.O. 91 and 99. Since this is a contrast objective, adapt each one as necessary to fit this objective.

1. Musical Game S.O. 91
2. Read and Do S.O. 91
3. Let's Read S.O. 91 & 99
4. Let's Write S.O. 91 & 99
5. Talk About Pictures S.O. 99
6. Choose and Place S.O. 99

STRUCTURAL OBJECTIVE 100: Production of "what", "who" And "where" questions with adverbials of place.

**Estimated Lessons:** /3-4 /

| Teacher Cue: | Pupil Response: |
|---|---|
| Teacher sets up appropriate situation, gives examples of dialogs, and says: | |
| 1. Mike, ask Lucy what's on the table. | 1. P1: What's on the table?<br>P2: A rock./Rocks. |
| 2. Gloria, ask Mike who's beside the table. | 2. P1: Who's beside the table? |
| 3. Roger, ask me where's the table. | 3. P1: Where's the table?<br>T : In front of the room. |

Suggested Context(s):

Science
Social Studies (classroom and community)

Suggested Vocabulary:

Prepositions
in
at
on
near
under
above
against
by
next to
in front of
behind
in back of
between

Pronouns
I
we

Nouns
Known count nouns
Names of unknown people

Suggested Resources and Materials:

Nursery rhyme and storybook pictures
Large variety of familiar objects/items

Teaching Points:

1. Use of a contrast situation as a teaching strategy to reinforce the production of questions and answers with adverbials of place.

2. "What" Question

$NP_1 + T + V_{be} + Adv_{place} \Longrightarrow$
$what + T + V_{be} + Adv_{place}$

"Who" Question

$NP_1 + T + V_{be} + Adv_{place} \Longrightarrow$
$who + T + V_{be} + Adv_{place}$

"Where" Question

$NP_1 + T + V_{be} + Adv_{place} \Longrightarrow$
$NP_1 + T + V_{be} + where \Longrightarrow$
$where + T + V_{be} + NP_1$

3. 1)

| Int Pron + $V_{be}$ | Prep | Det | Noun |
|---|---|---|---|
| what's | by<br>above | the | sink<br>chalkboard<br>etc. |

2)

| Int Pron + $V_{be}$ | Prep | Det | Noun |
|---|---|---|---|
| who's | under<br>behind | the | table<br>cabinet<br>etc. |

3)

| Int | $V_{be}$ | Det | Noun |
|---|---|---|---|
| where | is<br>are | 0<br>the | Roger<br>boys<br>etc. |

4. Make sure that each pupil participates in all three dialogs in both asking and answering the questions.

5. If needed, refer to S.O. 91 and 96 for related information.

6. The indirect questions in the teacher cue contains the exact questions the pupil is to produce with no modification required. For example, in No. 1 the question "What's on the table?" is contained in the indirect question.

## UNIT XII: Simple Past Verb Construction

S.O. 101: Production of a short/expanded short answer in response to a "who" question with the simple past verb construction.

S.O. 102: Production of short/expanded short answers contrasting simple past and present progressive verb constructions.

S.O. 103: Production of a short/shortened answer using the simple past verb construction in response to a "what/do" question.

S.O. 104: Production of a statement with the simple past verb construction.

S.O. 105: Production of a negative statement with the simple past verb construction.

S.O. 106: Production of a negative statement followed by its correcting sentence with the simple past verb construction.

S.O. 107: Production of a shortened answer in response to a "yes/no" question using the simple past verb construction.

S.O. 108: Production of a short answer using an adverbial of time in response to a "when" question.

S.O. 109: Production of short/shortened answers in response to contrasting "what-do" questions using the present progressive and simple past verb constructions.

S.O. 110: Production of the "who" question with the simple past verb construction.

S.O. 111: Production of the "what/do" question with the simple past verb construction.

S.O. 112: Production of the "when" question with the simple past verb construction.

S.O. 113: Production of the "yes/no" question with the simple past verb construction.

S.O. 114: Production of questions and answers contrasting simple past and present progressive verb construction.

Pacing:

Lessons: 32-50

Weeks: 5 (Maximum)

Related Text:

American English Series

Book One: Units 37-40

## UNIT XII: Past Tense - Suggested Vocabulary *

1. Irregular Verbs

run-ran
come-came
go-went
eat-ate
drink-drank
say-said
tell-told
sing-sang
write-wrote
draw-drew
build-built
make-made
wear-wore
sweep-swept
buy-bought
bring-brought
think-thought
throw-threw
find-found
sit-sat
sit down-sat down
stand-stood
stand up-stood up
fall-fell
fall off-fell off
blow-blew
blow out-blew out
take-took
catch-caught
give-gave

2. Regular Verbs

play-played
jump-jumped
hop-hopped
skip-skipped
ask-asked
call-called
open-opened
close-closed
drop-dropped
laugh-laughed
carry-carried
cry-cried
smile-smiled
roll-rolled
show-showed
walk-walked
talk-talked
wash washed
turn-turned
turn on-turned on
turn off-turned off
touch-touched
point-pointed
point to-pointed to
color-colored
paste-pasted
trace-traced
erase-erased
brush-brushed
comb-combed
tie-tied
bounce-bounced

3. Sensory Verbs (Use only with first person pronoun "I".)

see-saw
smell-smelled
hear-heard
taste-tasted
feel-felt

4. Adverbial Time Expressions

yesterday
last night
this morning
yesterday morning
last weekend
just now

5. Irregular Verbs - Do Not Use
(These verbs are not to be used in this unit as they do not change form.)

hit-hit
cut-cut
put-put
let-let
burst-burst
set-set

---

* In teaching this unit select from these lists of verbs. At this point in the sequence, it is most important for the pupils to develop an awareness of the change that is made in the verb. Do not expect mastery of all the verbs in these lists.

1. Who Did It?

Choose a pupil to be "It" and blindfold him. Another pupil is selected to speak, sing, holler, etc. Then ask the question of this objective and "It" responds by telling "who did it."

This activity can be varied and made into a guessing game by having a pupil make a recognizable sound (e.g., laugh, whistle, clap, etc.) and then having the blindfolded child guess "who did it". After three incorrect guesses, have the child "who did it" answer the question.

2. Stockpiling (See Teaching Point 8)

Write on the chalkboard or a chart the two adverbials "last night" and "yesterday". Have the children tell you things they did last night and yesterday. Use this information to provide visual cues to talk about past actions of the pupils. The chart of information may look like this:

| last night | | yesterday | |
|---|---|---|---|
| Mike | watched television | Bob | played football |
| the boys | took a shower | Jack | played basketball |
| Mary | read a book | Jean | went to the store |
| Lucy | played checkers | Anne | swept the room |
| John | washed his socks | Don | fed the goldfish |
| ... | ...... | ... | ...... |

The stockpiled information may be used for oral activities, and for reading and writing activities as well. The information listed above makes statements as will be later presented in S.O. 104. As a writing activity, the questions can be put on the chalkboard or a worksheet and the pupils can write answers according to the stockpiled information. For example:

Who went to the store yesterday?
Who took a shower last night?

The pupils then write the correct answers "Jean did" and "The boys did."

3. Classroom Helpers

After pupils have completed assigned tasks for various classroom responsibilities, (e.g., cleaning the sink, dusting, cleaning the erasers, emptying the trash, sweeping, putting away supplies, etc.) talk about what the pupils did. You can use the adverbials "just now" or "yesterday" depending on when you talk about the activity.

4. Story Time

Read a familiar story to the group. Then ask the questions about what the characters in the story did. (Be sure to use only the time adverbials being taught in this objective.)

5. Writing Fun

Prepare a worksheet with several sentences telling what people did. The sentences may be related to activities 2, 3, or 4. After the sentences write "who" questions about each sentence. The pupils then write an answer to each question. Some sample sentences and questions might be:

Mark swept the floor.
Bob emptied the trash.
Phil cleaned the erasers.
Nancy dusted the table.
......
Who emptied the trash?
____________________
Who dusted the table?
____________________
Who swept the floor?
____________________
Who cleaned the erasers?
____________________
......

STRUCTURAL OBJECTIVE 101 : Production of a short/expanded short answer in response to a "who" question with the simple past verb construction.

Estimated Lessons: / 2-3/

| Teacher Cue: | Pupil Response: |
|---|---|
| Teacher sets up appropriate situation, gives examples, and says: | |
| 1. Who ate a banana yesterday? | 1. I did. |
| 2. Who opened the door just now? | 2. Mike (did). |
| 3. Who took a shower last night? | 3. The boys (did). |

Context(s):

1. Presentation: Known actions of pupils (e.g. recess, art, dorm, cafeteria.)
2. Practice: Known actions of pupils
   Actions of known school staff
   Actions of known story book characters

Suggested Vocabulary:

| Adverbials of Time | Verbs |
|---|---|
| just now | Related to contexts |
| yesterday | Suggested on previous page |
| last night | |

Suggested Resources and Materials:

Blindfolds
Reading and writing worksheets

Teaching Points:

1. Introduction of the simple past tense verb construction. First production of "do" as a tense carier.

2. NP + Aux

$$NP \longrightarrow \left\{\begin{array}{l} Name \\ Det + N \\ Pron \end{array}\right\}$$

Det → the
N → human count nouns
Pron → I, you, we
Aux → T
T → Past
Past → did

3.

| Det | Noun | Aux |
|---|---|---|
| Ø | Lucy | (did) |
| the | girls | (did) |
| Ø | you | did |

4. Past tense is being introduced with both regular and irregular verbs. At this level it is most important for the pupils to observe a change is made in the verb. Distinction between regular and irregular verbs will be spiralled at a higher level.

5. Vocabulary limitations:
   (1) Verbs listed in suggested vocabulary on previous page.
   (2) Time expressions - only those listed in suggested vocabulary.
   (3) Subjects - human.

6. Note that in response 1 the tense carrier "did" is obligatory, but in response 2 and 3 it is optional.

7. Adverbials of time are limited to those within the immediate past (a week or less) since time aspect is difficult for the young child to comprehend.

8. Setting up the situation should include writing on the chalkboard or a chart the three suggested time expressions under which are listed known completed actions of the pupils related to the time expressions. In the presentations deal with each one separately. In the practice phase they may be randomized.

1. Film Action

Make a film or video tape of pupil actions (e.g., recess, P.E., art class, music class, etc.) or select a commercial film which has alot of action. Show the film without sound and ask the contrast questions of this objective. For the progressive, ask the question while the action is going on. For the past, stop the projector and ask the question.

2. Television

Make a TV set out of a cardboard box and a scroll for it out of broom sticks and wrapping paper. Let pupils draw pictures on the scroll of continuing and completed actions. (e.g., a woman baking a cake and a woman with a finished cake.) As the scroll is turned ask contrast questions of this objective. (e.g., who is baking a cake now? Who baked a cake just now?) The pupils will give correct responses.

3. Rhythm Band

Have a small group of pupils play rhythm band instruments very softly (e.g., sticks, triangle, bells, etc.) As the pupils play the instruments, ask the question "Who is playing the ____ now?" After the music is finished, ask "Who played the ____ just now?" Have the pupils exchange instruments and start playing again.

4. Spinner Board

Make a spinner board with commands (e.g., Run to the door, Skip around the table, etc.) When a pupil spins, he does the action the arrow points to. While he is doing the action, ask the first question. After he has completed the action, ask the second one.

5. Let's Read

Prepare several cards with pupils' names and "be" or "do" which may be used to answer the question of the objective. The cards would look like this?

| | | |
|---|---|---|
| Bob is. | Ann is. | I am. |
| Mike did. | I did. | Dave did. |

Place the cards on the floor or on a table where they can be read by all the pupils in a group. A pupil is then told to do something. As he does it, ask question 1 and direct another pupil to pick up the card which answers the question. Repeat the procedure for the second question.

STRUCTURAL OBJECTIVE 102 : Production of short/expanded short answers contrasting simple past and present progressive verb constructions.

Estimated Lessons: /2-3 /

| Teacher Cue: | Pupil Response: |
|---|---|
| Teacher sets up appropriate situation, gives examples, and says: | |
| 1. Who is running now? | 1. I am.<br>Mike (is). |
| 2. Who ran just now? | 2. You did.<br>Lucy (did). |

Context(s):

Actions of the pupils that can be done at the time of the lesson. (e.g., recess, motor exercises, art)

Suggested Vocabulary:

Verbs
Related to contexts
Select from suggested vocabulary of this unit

Adverbials of Time
now
just now

Suggested Resources and Materials:

Pop bottle (for spinner)
Movie camera, film, projector or video-tape equipment
TV set (teacher-made)
Rhythm band instruments

Teaching Points:

1. Use of a contrast situation as a teaching strategy to reinforce concept of past time. See Book 1, S.O. 73 for present progressive verb construction.

2. 1) $NP_1$ + Aux

$$\begin{aligned} &\text{Aux} \longrightarrow \text{T + be}\\ &\text{T} \longrightarrow \text{Present}\\ &NP_1 \longrightarrow \begin{Bmatrix}\text{Pron}\\ \text{Name}\end{Bmatrix}\end{aligned}$$

2) $NP_1$ + Aux

$$\begin{aligned} &\text{Aux} \longrightarrow \text{T}\\ &\text{T} \longrightarrow \text{Past}\\ &\text{Past} \longrightarrow \text{did}\\ &NP_1 \longrightarrow \begin{Bmatrix}\text{Pron}\\ \text{Name}\end{Bmatrix}\end{aligned}$$

3.

| 1) NP | Aux |
|---|---|
| we | be |
| Lucy | (be) |
| etc. | |
| 2) NP | |
| you | did |
| the boys | (did) |
| etc. | |

The "be" auxiliary must agree with the subject.

4. The terms "now" and "just now" are obligatory in this objective. The expression "just now" denotes the immediate past.

5. In the present progressive, speech and action must take place simultaneously. In the simple past, the action must be completed before speech.

6. In teacher production of the main verb, exaggerated pronunciation at times will help the pupils be more aware of the change that takes place in the verb.

7. See S.O. 101, T.P. 4, 5, & 7.

1. Who Did It? (See S.O. 101)

   Adapt the activity in S.O. 101 to fit this objective. "It" is blindfolded and another pupil told to do an action that makes a noise (e.g., bounce the ball, sweep the floor, write on the chalkboard, beat the drum, etc.) "It" is then asked, "What did Roger do just now?" "It" answers by thinking of the sound he heard.

2. Stockpiling (See S.O. 101)

   Use the stockpiling activity as explained in S.O. 101 for oral, reading, and writing activities. You may use the chart of actions already prepared or make a new one

3. Classroom Helpers (See S.O. 101)

   Adapt this activity as explained in S.O. 101 to fit this objective

4. Quiz Show

   Divide the class into teams of 3-4 pupils each. Let two teams play each other and keep score to determine the winner.

   Collect a series of pictures showing completed actions related to the three adverbials of time listed under Vocabulary. Ask each pupil in turn about a picture on a card. If he answers correctly he scores a point. The first team to score 10 points wins the game. Then let two more teams play.

   The pictures used may be pupil-drawn in an art period. Direct pupils to draw pictures of things they did "last night" or "yesterday".

5. Story Time

   Tell or write a story about what someone or the class did "yesterday". Then ask questions about the story. The answers may be given orally or in writing. The same may be done with a familiar story (e.g., The Three Little Pigs) as long as you tell it like it happened "yesterday" or "last night".

**STRUCTURAL OBJECTIVE 103:** Production of a short/shortened answer using the simple past verb construction in response to a "what/do" question.

Estimated Lessons: /3-5 /

| Teacher Cue: | Pupil Response: |
|---|---|
| Teacher sets up appropriate situation, gives examples, and says: | |
| 1. What did Gloria and Lucy do yesterday? | 1. (They) swept the floor. |
| 2. What did you do last night? | 2. (I) played baseball. |

Context(s):

Actions of pupils at the specific times indicated. (e.g., dorm, recess, art, etc.)

Suggested Vocabulary:

Adverbials of Time:
just now
yesterday
last night

Verbs:
Select both regular and irregular verbs from list at beginning of Unit.

Suggested Resources and Materials:

Pictures illustrating completed actions
Chart for experience story
Worksheet to accompany experience story
Storybook (Little Red Hen)

Teaching Points:

1. First production of the simple past tense forms of the verb.

2. $(NP_1) + T + \begin{Bmatrix} V_t + NP_2 \\ V_i \end{Bmatrix} + (Adv_{place})$

$T \longrightarrow$ Past
$NP_1 \longrightarrow$ Pron

3.

| $(NP_1)$ | Past + $V_t$ | $NP_2$ |
|---|---|---|
| (she) | dusted | the desks |
| (I) | turned off | the lights |
| | etc. | etc. |

| $(NP_1)$ | Past + $V_i$ | Adv place |
|---|---|---|
| (he) | sat | on the floor |
| (they) | ran | to the dorm |
| | etc. | etc. |

4. Use of the adverbial of time is obligatory in the question. Use only those in suggested vocabulary.

5. Listen carefully to make sure that pupils produce the final sound of the past tense verb form. Use C.T. 2.

6. Accept either a short or shortened answer. The correct use of the verb is the primary objective of this S.O.

7. Setting up the situation should include writing on the chalkboard or a chart the three suggested time expressions under which are listed known completed actions of the pupil related to the time expressions.

8. In Pupil Response 2, the NP2 does not require a determiner. Noun phrases not requiring a determiner, such as "Ø ball" and "Ø rope", in expressions like "played ball" and "jumped rope", have probably been learned situationally by the pupils and may be accepted. If used incorrectly, (e.g. * "played the baseball") use Correction Technique No. 1.

## SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 104

1. Story Time (See S.O. 103)

Adapt this activity to fit this objective. After you tell a story, let the children take turns telling what the story characters did. For example, "The Three Bears" story would be ideal for this activity. Some sample sentences might be:

Mama Bear made some porridge.
Papa Bear went for a walk.
Mama Bear went for a walk.
Baby Bear went for a walk.
Coldilocks ate the porridge.
......

Don't expect too much from the pupils. Accept their sentences. If a mistake occurs in the verb, use C.T. 2; otherwise, use C.T. 1 for other errors.

2. Stockpiling (See S.O. 101)

Use the stockpiling activity as explained in S.O. 101 for oral, reading, and writing activities. You may use the chart of actions already prepared, however, it would be preferable to prepare a new one.

3. Grab Bag

Collect items for grooming (e.g., comb, toothbrush, hairbrush, soap, washcloth, etc.) and place in a bag. A pupil is selected to draw out an item and tell when he did what the item refers to. For example, a comb would cue, "I combed my hair this morning."

4. Let's Pretend

Prepare several overhead transparencies with pictures of pupils completing actions. Let pupils pretend that the pictures are of themselves. The pictures can be used to cue the statements in this objective.

Transparencies may be made with sentences telling what pupils did. This can be used as a reading activity.

5. Rolling Blocks

Make 4 blocks from cardboard, approximately 3" x 3" x 3". Let each block represent one of the sentence elements: $\text{NP}_1$, Verb, $\text{Adv}_{\text{place}}$, $\text{Adv}_{\text{time}}$. On each of the six sides of a block write a word(s) that fits the sentence element (e.g., on the verb block write "went", "ran", "rode a horse", "walked", "drove a truck", and "crawled"). A pupil rolls the blocks, puts them together to make a sentence, and then reads it. You can color code the blocks so that each sentence element is a different color.

6. Scrambled Sentences

Prepare a worksheet with several sentences that have been scrambled. For example:

swept this morning. Lucy the floor
ball Mike yesterday. played

Have the pupils write a correct sentence for each one. You can make the task more difficult by omitting punctuation and capital letters.

STRUCTURAL OBJECTIVE 104 : Production of a statement with the simple past verb construction.

Estimated Lessons: /2-3/

| Teacher Cue: | Pupil Response: |
|---|---|
| Teacher sets up appropriate situation, gives examples, and says: | Mike drew a picture (just now.) |
| Let's talk in the same way. | I went to the movie (last night.) |

Context(s):

Actions of pupils at the specific times indicated. (e.g., dorm, recess, art, etc.)

Suggested Vocabulary:

Adverbial Time Expressions

just now
yesterday
last night
this morning
yesterday morning

Verbs

Select both regular and irregular verbs from list at beginning of Unit.

Suggested Resources and Materials:

Grooming articles (soap, brush, comb, etc.)
Clock flash cards
Overhead projector and related transparencies
Sentence strips
Storybooks and/or filmstrips
Chart paper (24 x 36 inches)
Reading and writing worksheets

Teaching Points:

1. Extension of the simple past by pupil production of a statement.

2. $NP_1 + T + \begin{Bmatrix} Vi \\ Vt + NP_2 \end{Bmatrix} + (Adv_{pl}) + (Adv_{tm})$

   $T \longrightarrow Past$

3.

| Det | Noun | Past + V | $NP_2$ | $(Adv_{pl})$ | $(Adv_{tm})$ |
|---|---|---|---|---|---|
| the | boys | played | ball | --- | (yesterday) |
| Ø | Lucy | swept | the floor | --- | (this morning) |
| Ø | you | went | --- | to the store | (last night) |
| | etc. | etc. | etc. | etc. | |

4. Pupil production of the adverbial of time is dependent upon the situation and context, and thus is not obligatory.

5. Setting up the situation should include writing on the chalkboard or a chart the suggested time expressions under which are listed known completed actions of the pupils related to the time expressions. The two new expressions may be introduced separately.

6. Make certain the pupils make a change in pronouncing the past tense form of the verb. Use Correction Technique No. 2.

7. See S.O. 103, T.P. 8.

1. You Naughty Boy

Set up a "pretend-accusing" dialogue between you and a puppet. Accuse the puppet of doing something, such as: "You naughty boy, you broke a mirror." The puppet defends himself by saying, "I didn't break a mirror."

Continue with the pupils, letting each one defend himself.

2. Stockpiling (See S.O. 101)

Adapt this activity as explained in S.O. 101. Stockpile things the pupils did not do at various times.

3. Grab Bag Choice

On slips of paper write various things the children probably did not do at various times and put them in bags labeled with the five time expressions listed under suggested vocabulary. When a child draws one out he reads it silently and then gives the negative sentence. (e.g., A child draws "ate a lion" from the "this morning" bag. He then would say, "I didn't eat a lion this morning."

4. Rolling Blocks (See S.O. 104)

Conduct this activity as explained in S.O. 104. You will need five blocks instead of four this time. You may add a fifth block which has "didn't" on all six sides.

5. Scrambled Sentences (See S.O. 104)

Prepare a worksheet with several scrambled sentences, such as:

didn't last night. see Roger the movie
buy I yesterday. a banana didn't

Have the pupils write a correct sentence for each one. You can make the task more difficult by omitting punctuation and capital letters.

## STRUCTURAL OBJECTIVE 105 : Production of a negative statement with the simple past verb construction.

Estimated Lessons: /2-3 /

| Teacher Cue: | Pupil Response: |
|---|---|
| Teacher sets up appropriate situation, gives examples, and says:<br>Let's talk in the same way. | Mike didn't laugh (just now).<br>I didn't find the book (yesterday).<br>The boys didn't run in the hall (this morning). |

### Suggested Context(s):

Activities in which the pupils did not participate (e.g., at school, at home, in the dorm, at recess, etc.)

### Suggested Vocabulary:

Adverbials of Time
- just now
- yesterday
- last night
- this morning
- yesterday morning

### Suggested Resources and Materials:

Puppets
Plastic or cut-outs of foods (fruit, vegetables, etc.)
Chart for experience story

### Teaching Points:

1. Extension of the simple past verb construction by pupil production of a negative statement.

2. $NP_1 + T + V + (X)$

$T \longrightarrow Past$
$Past \longrightarrow did$

Negative Transformation

$$NP_1 + T + V + (X) \Longrightarrow$$

$$NP_1 + T + not + V + (X)$$

3.

| Det | Noun | T+not | Verb | $NP_2$ | Adv Phrase |
|---|---|---|---|---|---|
| the | girls | didn't | wear | jackets | (yesterday) |
| Ø | Roger | didn't | see | the movie | (last night) |
| Ø | you | didn't | draw | a cat | (on the chalkboard) |
|  | etc. |  | etc. | etc. | etc. |

4. Note that "did" plus "not" requires the base form of the main verb.

5. Setting up the appropriate situation should include making a list of things the pupils did not do related to the suggested time expressions.

## SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 106

1. Draw-a-Card

Prepare many cards with familiar actions. At least 30 to 40 cards will be needed. Shuffle the cards and put in two stacks. A pupil is selected to draw a card from each stack. The first card is used to cue a negative statement; the second card cues the correcting sentence. For example, the two cards read, "climbed a tree" and "jumped the fence." The pupil would say, "I didn't climb a tree. I jumped the fence."

2. Action Art

In an art class have the pupils draws pictures of something they did. The pictures are then used to cue the sentences in this objective. The pupil tells what he didn't do and then what he did according to the picture. What the children did not do may be funny and ridiculous. For example, a pupil draws himself just finishing an apple. He might say, "I didn't eat an elephant. I ate an apple."

3. Stockpiling (See S.O. 101)

Adapt this activity as explained in S.O. 101. Stockpile both things the pupils did and did not do at various times.

4. Fill-in-the-Blank

Put on a chart or the chalkboard a long list of familiar actions. Prepare a worksheet with sentences to fit this objective. Have the pupils fill in the blanks with a correct word. For example:

1. _______ didn't _______.

He _________.

2. Bonnie didn't __________

__________ sneezed.

3. Buster _______ _______ an airplane.

He __________ a kite.

......

STRUCTURAL OBJECTIVE 106 : Production of a negative statement followed by its correcting sentence with the simple past verb construction.

Estimated Lessons: /2-3 /

| Teacher Cue: | Pupil Response: |
|---|---|
| Teacher sets up appropriate/ pretend situation, gives examples, and says:<br>Let's talk in the same way. | 1. Lucy didn't cry. She laughed.<br>2. I didn't draw a horse. I drew a goat. |

Suggested Context(s):

Known actions of pupils
Art
Music
Playground

Suggested Vocabulary:

Adverbials of Time
just now
yesterday
last night
this morning
yesterday morning

Suggested Resources and Materials:
Art supplies (drawing paper, clay, etc.)
Flashcards illustrating completed actions
Grab bag or box
Objects for grab bag
Puppets
Plastic or cut-outs of food
Chart for experience story

Teaching Points:

1. Extension of S.O. 102 by its correcting sentence.

2. Negative Transformation

$NP_1 + T + V + (X) \Longrightarrow$

$NP_1 + T + \text{not} + V + (X)$

Correcting Sentence

$NP_1 + T + V + (X)$

3.

| Det | Noun | T + not | Verb | (X) |
|---|---|---|---|---|
| Ø | Mike | didn't | watch | TV |
| the | boys | didn't | play | baseball |
| | etc. | | etc. | |

| $NP_1$ | T + Verb | (X) |
|---|---|---|
| he | read | a book |
| they | played | football |
| etc. | etc. | etc. |

4. In Pupil Response 1, the main verb is changed in the correcting sentence. In Pupil Response 2, the main verb remains the same. Provide the opportunity for all pupils to practice both responses.

5. Adverbials as time expressions may be used but are not obligatory; however, make certain that the pupils understand that actions talked about have already taken place.

6. Noun phrases not requiring a determiner, such as "Ø baseball", "Ø football", "Ø TV", etc. may be accepted. If used incorrectly, use C.T. No. 1. (See S.O. 103, T.P. 8.)

1. Grab Bag

Collect small toys or other familiar objects. Put several in a bag or box. Pupil reaches in bag and chooses an object. He turns so the teacher cannot see what he has chosen. Then teacher asks a question such as: "Did you get a toy horse?" Pupil answers "Yes, I did." or "No, I didn't". If pupil's response is "No, I didn't", teacher continues guessing until he says, "Yes, I did."

2. Puppet Fun

Make a small puppet theater. Collect a variety of puppets. Show puppets to pupils telling them the name of each puppet. Put puppets behind theater box. Sit behind box so you can operate the puppets. A pupil is selected to visit the puppets. He names the puppet he wants to visit. The pupil can say, "May I see Fuzzy Rabbit?" Rabbit appears and asks a question, such as: "Did you sweep the sky yesterday?" The pupil answers, "No, I didn't." Be sure to include some things that can be answered positively and negatively.

3. Story Time

Tell a story using sequenced pictures or flannel-board figures. Then ask "Yes/No" questions about what the characters did.

4. Stockpiling (See S.O. 101)

Prepare large chart using information stockpiled in previous objectives. Ask "Yes/No" questions about the pupils' activities.

5. Let's Read

Use chart prepared in Activity No. 4. Prepare sentence strips with "Yes/No" questions and answers. Place questions on one table and answers on another. Pupil chooses a question, finds the answer, and puts them in chalkboard tray. The teacher reads the question and the pupil reads the answer.

6. Let's Write

Prepare a worksheet with questions used in Activity No. 5. Display a large chart. Distribute worksheets and have pupils write answers to the questions.

Pictures used for story told in Activity No. 4 may be displayed. Prepare a worksheet with "Yes/No" questions about the picture-story. Distribute worksheets and let pupils write the answers. Read questions for the pupils if necessary.

STRUCTURAL OBJECTIVE 107 : Production of a shortened answer in response to a "yes/no" question using the simple past verb construction.

Estimated Lessons: /2-3 /

| Teacher Cue: | Pupil Response |
|---|---|
| Teacher sets up appropriate situation, gives examples, and says: | |
| Did Mike come to school yesterday? | Yes, he did./No, he didn't. |
| Did you go home last weekend? | Yes, I did./No, I didn't. |

Suggested Context(s):

Known actions of pupils
Art
Music
Playground

Suggested Vocabulary:

| Adverbials of Time | Situational Adverbials of Place |
|---|---|
| just now | home |
| yesterday | at school |
| last night | to Shiprock |
| this morning | in church |
| yesterday morning | etc. |
| last weekend | |

Suggested Resources and Materials:

Puppets
Grab bag or box
Objects for grab bag
Paper strips
Chart for experience story

Teaching Points:

1. Extension of the simple past tense verb construction by the "yes/no" question.

2. Sent Adv + $NP_1$ + V + (not)

Sent Adv ⟶ yes, no
NP ⟶ I, you, he, she, we, they
$V_{be}$ ⟶ am, is, are

3.

| Sent Adv | NP | V |
|---|---|---|
| yes | I, you, he, she, we, they | did |

| Sent Adv | NP | V |
|---|---|---|
| no | I, you, he, she, we, they | didn't |

4. Short answers are not acceptable because the pupil production of the tense carrier "did" is essential to this objective.

5. In order to insure comprehension, be sure to stockpile pupils' activities as related to adverbial time expressions. This will give you the data required for asking the questions.

6. The adverbial of time is obligatory in the question.

7. Adverbial phrases of place which do not require a determiner (e.g., "to school", "at Gallup") may be introduced as a prefamiliarization in the question.

8. The adverbial of time "last weekend" may be introduced in this objective. The concept of "last weekend" may need to be developed in Navajo. In the adverbial of place "home", note that both the determiner and the preposition have been deleted.

1. When, O When!

Collect pictures of foods that were on the previous day's lunch room menu and the breakfast menu for the day when activity is to be used. Display pictures and have four to six pupils choose several things they ate the day before and for breakfast. Seat pupils around a table and have them put their pictures face down in front of them. Each pupil takes a turn in choosing a picture which is shown to teacher and other pupils. Teacher asks, "When did you eat (name of item in picture)?" Pupil answers "yesterday" or "this morning". If he answers correctly be puts his picture in the middle of the table. First pupil to get rid of all his pictures wins. Reward winning pupil.

2. Grab Bag (Silly Questions)

Prepare flash cards with time expressions. Put cards in a box or bag. Seat pupils in a circle. Put the bag or box in the center. Spin a pop bottle for pupil selection. Selected pupil pulls a card from the bag. Ask the pupil a silly question, such as: "When did you jump over the moon?" Pupil's. response is the time expression on his card.

3. Grab Bag Choice

Prepare a large chart of stockpiled pupils' activities for the five time expressions in suggested vocabulary (omit "just now"). Label three paper bags as "Names", "Time Expressions", and "Actions". Prepare suitable flash cards for the bags with information from the "stockpiled" chart. A pupil will choose a bag, draw a card from it, and show it to the teacher and other pupils. The teacher asks a related "when" question, using the information on the chart. Pupil responds with a correct time expression from the chart or flash card.

4. Read and Write

Prepare a worksheet with "when" questions using the information from the "stockpiled" chart. Distribute these. Read the questions with the pupils and have them give the answers orally. After reading, have pupils write answers to the questions.

STRUCTURAL OBJECTIVE 108 : Production of a short answer using an adverbial of time in response to a "when" question.

Estimated Lessons: /1-3 /

| Teacher Cue: | Pupil Response: |
|---|---|
| Teacher sets up appropriate situation, gives examples, and says: | |
| When did you go to Gallup? | Last weekend. |
| When did Mike eat a banana? | This morning. |

Suggested Context(s):

Known actions of pupils
Art
Music
Playground
Cafeteria

Suggested Vocabulary:

Adverbials of Time
just now
yesterday
last night
this morning
yesterday morning
last week-end

Suggested Resources and Materials:

School menu
Grab bag or box
Objects for grab bag
Sentence strips
Clock

Teaching Points:

1. Introduction of the "when" question.

2. Pupil Response consists of only an adverbial of time.
   Adv time

3. Adv time
   yesterday
   last night
   just now
   etc.

4. Adverbials of time are limited to those listed under Suggested Vocabulary. The time expressions are limited to those within the immediate past (a week or less) since time aspect is difficult for the young child to comprehend.

5. Adverbials of place which do not require a determiner (e.g., to Gallup, to school, at home) may be used in the questions as prefamiliarizations.

6. Stockpile pupils' activities related to each of the time expressions. This will give you the data for asking the questions.

## SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 109

1. Choose and Act

Prepare flash cards with action words. Put them in a bag or box. Seat a small group of pupils in a circle. Put the box or bag in the center. Spin a pop bottle for pupil selection. Selected pupil pulls a card.

2. Film Action (See S.O. 102)

Use film or video tape previously produced. Ask questions using the present progressive while film is being shown. For questions using past tense, ask after film has been shown or stop the film periodically.

The following Activities from S.O. 108 may be used if adapted to the contrast situation of this objective.

3. Grab Bag

4. Grab Bag Choice

5. Talk about Pictures

Collect a large number of pictures showing actions of children or animals. A pupil chooses a picture and shows it. Ask questions, such as: "What is the dog doing now?" The pupil answers, "It's running." Tell the pupil to put the picture back on the table and then ask a question such as: "What did the dog do last night?" The pupil answers, "He barked."

6. Let's Read! (See S.O. 107)

Prepare sentence strips with suitable questions and answers. Conduct like Activity No. 5. in S.O. 107.

7. Let's Write!

Write on the chalkboard a long list of actions that pupils can do in the classroom. Distribute writing paper to pupils. Have pupils write numbers 1-6 leaving two lines between each number. Direct a pupil to act. While pupil is acting, ask a question, such as: "What is Mike doing now?" Pupils write the answer on paper. Direct the pupils to sit down. Ask a question, such as: "What did Mike do just now?" Pupils write the answer on paper.

## STRUCTURAL OBJECTIVE 109: Production of short/shortened answers in response to contrasting "what-do" questions using the present progressive and simple past verb construction.

Estimated Lessons: /3-5 /

| Teacher Cue: | Pupil Response: |
|---|---|
| Teacher sets up appropriate situation, gives examples, and says: | |
| 1. What are you doing now? | 1. (I'm) jumping. |
| 2. What did Lucy do just now? | 2. (She) jumped. |

**Suggested Context(s):**

Classroom: Pupil actions only

**Suggested Vocabulary:**

Adverbial of Time:

Present Progressive:

now
right now

Past:

just now
yesterday
last night
this morning
yesterday morning
last weekend

**Suggested Resources and Materials:**

Grab bag or box
Objects for grab bag
Flash cards illustrating actions (continuing and completed)
Movie equipment or video-tape equipment

**Teaching Points:**

1. Use of a contrast situation as a teaching strategy to contrast present and past time.

2. Pupil Response 1:

$(NP_1) + V_i$
$NP_1 \longrightarrow Pron$
$V_i \longrightarrow Aux + V$
$Aux \longrightarrow be + ing$

Pupil Response 2:

$(NP_1) + V_i$
$NP \longrightarrow Pron$
$V_i \longrightarrow Aux + V$
$Aux \longrightarrow T$
$T \longrightarrow Past$
$Past \longrightarrow did$

3.

| (NP + be) | Verb |
|---|---|
| (you're) | drawing |
| (they're) | singing |

| (NP) | Verb |
|---|---|
| (he) | ran |
| (I) | cried |

4. The adverbials of time are obligatory in the question in this objective in order to help the pupils comprehend the difference between continuing and completed actions.

5. The adverbials "now" and "right now" are the only ones to be used with the present progressive. Known adverbials of time may be used with the simple past along with "just now".

6. In this contrast situation, errors are probable in the main verb. Make certain that the verb endings "-ing" and "-ed" are pronounced. Use C.T. 2.

7. Give all pupils opportunity to answer both questions.

8. In the present progressive, speech and action must take place simultaneously. In the simple past, the action must be completed before speech takes place.

## SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 110

### 1. Language Experience Fun

Prepare with help of pupils for a classroom party. (e.g., mix punch; make simple sandwiches, pop corn, or make unbaked cookies; set up refreshment table.) During party play some games like "Pin the Tail on a Donkey", "Simon Says", "Seven-Up", etc. After the party meet pupils in small group and have them engage in a dialog, such as:

T: Roger, ask Lucy who played "Seven-Up" at the party?
Roger: Who played "Seven-Up" at the party?
Lucy: Gloria did.

### 2. Stockpiling (See S.O. 101)

Stockpile pupil activities as directed in S.O. 101. Use a Name Spinner Board to select two pupils. Give each pupil a flash card number, 1 or 2. Say, "Pupil No. 1, ask Pupil No. 2 who watched TV last night."

P1: Who watched TV last night?
P2: Roger did.

### 3. Make It! Bake It!

Collect equipment and materials for making cookies, fry bread, or something else. Direct various pupils to do the necessary tasks. As the pupils work, write a sentence on a chart or the chalkboard about what each one did after he completes the task. (e.g., John measured the flour. Betty stirred the flour and water. etc.) After the activity is over, write several questions on the chalkboard about who did what. Write the answers on the board also but in a jumbled order. A selected pupil chooses a question, points to it, and reads it. Another pupil finds the correct answer, points to it, and reads it. Some sample questions and answers are:

| | |
|---|---|
| Who measured the flour? | Betty did. |
| Who stirred the flour and water? | Mike did. |
| Who heated the cooking oil? | John did. |
| | ...... |

### 4. Let's Write!

Prepare a worksheet using question and answers used in Activity No. 3. Distribute sheets and let pupils match questions and answers.

## STRUCTURAL OBJECTIVE 110 : Production of the "who" question with the simple past verb construction.

Estimated Lessons: /2-3 /

| Teacher Cue: | Pupil Response: |
|---|---|
| Teacher sets up appropriate situation, gives examples of dialog, and says: | **Dialog 1:**<br>P1: Who made a cake this morning?<br>T : { I did. / Mrs. Carter (did). } |
| 1. (Mike,) ask me who made a cake this morning. | |
| 2. (Lucy,) ask Roger who climbed a tree. | **Dialog 2:**<br>P1: Who climbed the tree?<br>P2: { You did. / Mike (did). } |

**Suggested Context(s):**

- Classroom
- Recess
- Art
- Cooking
- Known actions of pupils

**Suggested Vocabulary:**

Adverbials of Time
- just now
- yesterday
- last night
- this morning
- yesterday morning
- last weekend

**Suggested Resources and Materials:**

- Ingredients for party refreshments
- Pin-the-Tail-on-the-Donkey game
- Art supplies (drawing paper, pencils, etc.)
- Story or reading books

**Teaching Points:**

1. Extension of the simple past by pupil production of the "who" question as cued by an indirect question. See S.O. 101 for pupil response to the "who question.

2. "Wh" Question Transformation

$$NP_1 + T + V + (X) \Longrightarrow$$

$$\text{Who} + T + V + (X)$$

3.

| (DA) | Int Pron | T + Verb | (X) |
|---|---|---|---|
| (Roger) | who | watched | TV last night |
| (Gloria) | | ran | down the hall just now |
| (Mike) | | ate | a banana this morning |
| | | etc. | etc. |

4. The indirect question in the teacher cue contains the exact question the pupil is to produce. This language task is relatively simple, however, in succeeding objectives the task will become increasingly more difficult.

5. In answering the question the use of a pronoun requires the tense carrier "did" and a name or common noun does not require "did".

6. Pupil production of the adverbial of time is dependent upon the situation and context, and thus is not obligatory.

7. Nouns of direct address may be used optionally. For example,
   (1) Lucy, who made a cake this morning?
   (2) Roger, who climbed a tree?

8. See S.O. 101, T.P. 8.

1. Who Did It? (See S.O. 103)

Choose a pupil to be "It" and blindfold him. Another pupil is told to do an action that makes a noise. (e.g., bounce the ball, sweep the floor, write on the chalkboard, beat the drum, etc.) A third pupil asks "It" the question, such as: "What did Mike do just now?" "It" answers by thinking of the sound he heard.

2. Simple Simon

Play this familiar game for several minutes. Then have the pupils pair off and ask what they just did. This a good activity to work with "I", "you", and "we". For example:

P1: What did we do just now?
P2: We jumped up and down.
P3: What did you do just now?
P4: I touched my toes.

3. The Robot

Get a picture of a robot and talk to the children about robots. Make certain children understand something about a robot.

Have a child be a robot, dressing him up in boxes and paper sacks. Direct the robot to do certain actions. Then two pupils can talk about what "it" did. For example:

P1: What did the robot do just now?
P2: It walked to the door.

The following activities found in S.O. 101 and 103 may be adapted to fit this objective if pupils engage in a dialogue with the "what-do" question:

4. Stockpiling

5. Classroom Helpers

6. Quiz Show

7. Story Time

8. Let's Write

Collect a set of pictures showing completed actions. (These may be pupil-drawn.) Display several pictures and have the pupils write a "what-do" question about the picture and then write an appropriate answer. For example, the picture shows a cat in a tree and a dog on the ground looking at the cat. A possible question and answer would be:

What did the dog do just now?
It chased the cat.

STRUCTURAL OBJECTIVE 111: Production of the "what-do" question with the simple past verb construction.

Estimated Lessons: /2-4 /

| Teacher Cue: | Pupil Response: |
|---|---|
| Teacher sets up appropriate situation, gives examples of dialog, and says: | **Dialog 1:**<br>P1: What did you do yesterday?<br>P2: I saw a movie. |
| 1. (Lucy,) ask Mike what he did yesterday.<br>2. (Mike,) ask Roger what Lucy did yesterday. | **Dialog 2:**<br>P1: What did Lucy do (yesterday)?<br>P2: {She saw a movie, too. / She went to the store.} |

Suggested Context(s):

Classroom
Playground
Known actions of pupils

Suggested Vocabulary:

Adverbials
Known adverbials of place
Known adverbials of time referring to immediate past

Pronouns
I, you, he, she, it, we, they

Nouns
Names of classmates
Known count nouns

Suggested Resources and Materials:
Overhead projector and related transparencies
Plastic robot
Paper bag masks
Chart
Drawings of Simple Simon
Sentence strips
Nursery rhymes

Teaching Points:

1. Extension of the simple past by pupil production of the "what-do" question.

2. "What-do" Question Transformation

$NP_1 + T + V + (X) + Adv_{tm} \Longrightarrow$

$NP_1 + T + \text{what-do} + Adv_{tm} \Longrightarrow$

$\text{What} + \text{did} + NP_1 + \text{do} + Adv_{tm}$

3.

| (DA) | Int Pron | T | NP | V | $Adv_{tm}$ |
|---|---|---|---|---|---|
| (Gloria) | what | did | the boys | do | this morning |
| (Roger) | | | Mike | | last week-end |
| | | | etc. | | etc. |

| $NP_2$ | V | X |
|---|---|---|
| they | wrote | letters |
| he | went | to Gallup |
| etc. | etc. | etc. |

4. The indirect question in the teacher cue contains the question the pupil is to produce, however, modifications are required. In No. 1, "what he did" changes to "what did you do". In No. 2, "what Lucy did" changes to "what did Lucy do".

5. The use of the adverbial of time is obligatory in the question in Dialog 1.

6. If the question in Dialog 2 is used as a sequenced question, it does not require an adverbial of time. If the action is the same as in Dialog 1, then "too" is obligatory.

7. Give each pupil practice to produce both question and answer in Dialog 1. The faster pupils may also ask the sequenced question in Dialog 2.

8. Adverbials of place which do not require a determiner (e.g., "to Gallup", "at school") may be used. If used incorrectly use C.T. 1. For the situational phrase "went home" see S.O. 107, T.P. 8.

1. Answer The Tape

Prepare a tape (cassette) with sentence(s) telling when something was done. (e.g., John ran to the store yesterday. He bought an apple pie.) Let pupils listen to the sentence once, stop the tape, and let one pupil ask a "when" question. Another pupil answers.

This activity may be a written one as well as an oral one. Be sure to do the oral activity first.

2. Classroom Helpers (See S.O. 101)

Adapt this activity to fit this objective. Pupils will ask and answer questions about "when" classroom chores were done.

The following activities in S.O. 108 may be used for this objective adapting as necessary. Make certain that one pupil asks the question and another pupil answers it.

3. When, O When!

4. Grab Bag (Silly Questions)

5. Grab Bag Choice

6. Read and Write

7. Choose a Card

Prepare several cards with actions written on them based upon stockpiled information obtained from pupils. (e.g., went to the store, played baseball, watched TV, etc.) Turn cards face down on a table. Spin a pop bottle to select two pupils to ask and answer the question. Pupil 2 picks up a card and reads it. Pupil 1 asks the question. For example:

P1: When did you go to the store?
P2: Last night.

8. Picture Puzzle

Mount a picture on tag board and cut into 10-12 pieces like a puzzle. Write a "when" question on the back of each piece. A pupil is selected to pick up a piece, read the question, and call on another pupil to answer. The pupils with the puzzle pieces put them together.

9. Let's Write

Prepare a worksheet with several "when" questions appropriate to school activities. The pupils answer the questions with the correct adverbials of time.

## STRUCTURAL OBJECTIVE 112 : Production of the "when" question with the simple past verb construction.

Estimated Lessons: 2-3

| Teacher Cue: | Pupil Response: |
|---|---|
| Teacher sets up appropriate situation, gives examples, and says: | |
| 1. (Mike,) ask Gloria when she swept the floor. | Dialog 1:<br>P1: When did you sweep the floor?<br>P2: Just now. |
| 2. (Gloria,) ask Lucy when Mike went to the clinic. | Dialog 2:<br>P1: When did Mike go to the clinic?<br>P2: Yesterday. |

Suggested Context(s):

Classroom (cleaning)
Playground
Known actions of pupils

Suggested Vocabulary:

Adverbials of Time
just now
yesterday
last night
this morning
yesterday morning
last weekend

Suggested Resources and Materials:

Tape recorder and blank tape
Clock faces or clocks
Pictures to be cut up in puzzles
Question box
Flash cards with questions (for question box)

Teaching Points:

1. Extension of the simple past by pupil production of the "when" question.

2. "Wh" Question Transformation

$$NP + T + V + (X) + Adv_{tm} \Longrightarrow$$

$$NP + T + V + (X) + when \Longrightarrow$$

$$When + did + NP + V + (X)$$

3.

| (DA) | Int | T | NP | Verb | (X) |
|---|---|---|---|---|---|
| (Mike) | when | did | Lucy | clean | the sink |
| (Lucy) | | | the boys | go | to Flagstaff |
| (Gloria) | | | you | fall off | the bed |
| | | | etc. | etc. | etc. |

4. Limitations:
   (1) determiners "the" and "your"
   (2) adverbials listed under suggested vocabulary

5. The indirect question in the teacher cue contains the question the pupil is to produce, however, modifications are required. In No. 1, "when she swept" changes to "did you sweep". In No. 2, "when Mike went" changes to "when did Mike go".

6. Stockpile pupils' activities related to each of the time expressions. This will give you the data for asking the question.

7. Dialog 1 is an example of a situation which the teacher sets up. Dialog 2 is an example of known pupil actions in the past which they can talk about.

1. Did You See

Display a large picture of a rodeo, circus, farm, city, or zoo. Talk about the picture for several minutes, making certain all pupils are familiar with the concepts and vocabulary. Then remove the picture. Pupils ask and answer "yes/no" questions about what they saw in the picture. (e.g., Did you see a calf? Did you see a barrel racer?)

2. Peep Box

To vary No. 1, put familiar items in a peep box. Have a pupil take a quick look. Have another pupil who didn't look ask a "yes/no" question about what was seen in the box. Be sure to set up the situation so both positive and negative answers are given.

3. Simple Simon

Play this familiar game for several minutes. When finished, pupils ask and answer "yes/no" questions about what they did during the game. (e.g., Did you take four steps? Did Mike jump up and down?)

4. Feel Bag

Collect six to eight familiar objects that can be felt and identified through the material of a cloth bag. (e.g., a small ball, a jack, a pencil, a block, a toy car, etc.) Put three of the objects in the bag while the pupils are not looking. Pupil 1 feels the bag, Pupil 2 asks a "yes/no" question and Pupil 1 answers. For example:

P2: Did you feel a jack?
P1: Yes, I did./No, I didn't.

The following activities in S.O. 107 may be used for this objective adapting as necessary. Make certain that one pupil asks the question and another pupil answers it.

5. Grab Bag
6. Puppet Fun
7. Story Time
8. Stockpiling
9. Let's Read
10. Let's Write

STRUCTURAL OBJECTIVE 113 : Production of the "yes/no" question with the simple past verb construction.

Estimated Lessons: /3-4 /

| Teacher Cue: | Pupil Response: |
|---|---|
| Teacher sets up appropriate situation, gives examples, and says:<br>1. (Lucy,) ask Roger if he turned on the lights this morning. | Dialog 1:<br>P1: Did you turn on the lights this morning?<br>P2: Yes, I did./No, I didn't. |
| 2. (Gloria,) ask Lucy if Mike went to the store yesterday. | Dialog 2:<br>P1: Did Mike go to the store yesterday?<br>P2: No, he didn't.<br>P1: What did he do?<br>P2: (He) went to the rodeo. |

Suggested Context(s):

Classroom (cleaning)
Playground
Known actions of pupils

Suggested Vocabulary:

Adverbials of Time
- just now
- yesterday
- last night
- this morning
- yesterday morning
- last weekend

Suggested Resources and Materials:
- Sentence strips
- Picture of rodeo grounds
- Model of rodeo (animals, cowboys, etc.)
- Peep box with objects
- Grab bag with objects
- Worksheet for reading and writing

Teaching Points:

1. Extension of the simple past by pupil production of the "yes/no" question. See S.O. 107.

2. NP + T + V + (X)

$$\text{T} \longrightarrow \text{Past}$$
$$\text{Past} \longrightarrow \text{did}$$

"Yes/No" Question Transformation

$$\text{NP} + \text{T} + \text{V} + (\text{X}) \Longrightarrow$$

$$\text{Did} + \text{NP} + \text{V} + (\text{X})$$

3.

| (DA) | T | NP | V | (X) | Adv |
|---|---|---|---|---|---|
| (Gloria) | did | Lucy | watch | the ball game | yesterday |
| (Mike) | | you | play | the drum | just now |
| (Roger) | | the boys | take | a shower | this morning |
| | | etc. | | etc. | etc. |

4. In asking the question, the tense carrier "did" is required with the base form of the verb.

5. The indirect question in the teacher cue contains the question the pupil is to produce, however, modifications are required. In No. 1, "if he turned on" changes to "did you turn on." In No. 2, "if Mike went" changes to "did Mike go."

6. The second question in Dialog 2 is a sequenced question following a negative answer. In the sequenced question the adverbial of time is not required and the pronoun subject is obligatory.

7. Make certain all pupils receive practice in asking the question in Dialog 1. Provide the opportunity for pupils to ask the sequenced question in Dialog 2.

1. **Classroom Helpers**

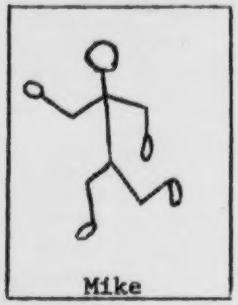
Assign pupils to do various classroom chores (e.g., sweeping, dusting, cleaning the chalkboard, cleaning/dusting the erasers, feeding the fish, cleaning/washing the sink, etc.) While the pupils are working and after the pupils have finished, all questions of this objective may be asked.

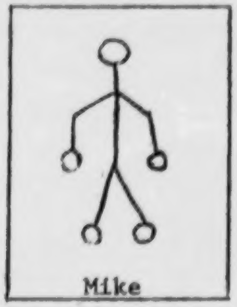
2. **Action Art**

Prepare a set of picture showing actions in progress and actions completed. These may be pupil-drawn in an art period. For example, a picture may be drawn of a pupil riding a horse and another one of the pupil standing beside the horse. These pictures can be used to ask all questions in this objective.

3. **Stick Figure Actions**

The pictures in No. 2 can be teacher or teacher-aide prepared using simple stick figures and giving names to the figures. For example:





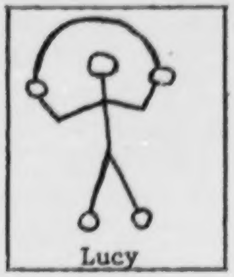
These pictures can be used to ask all the various questions of this objective.

4. **Let's Read and Talk**

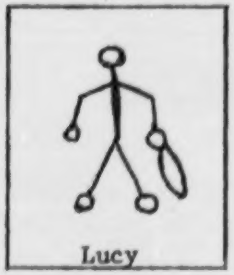
Prepare a worksheet using actions in No. 1 or the pictures in Nos. 2 and 3. Write several questions for the pupils to read silently, then read orally, and answer. Be sure to display pictures if you use the pictures as a basis for this activity.

5. **Let's Write**

Prepare a worksheet using the pictures in Activity No. 2 or 3 as a basis. Put just the first word of the question on the worksheet and have the pupils finish the question and answer it. For example:



1. What ______________________?
______________________________.
2. Is ________________________?
______________________________.
3. Who _______________________?
______________________________.



1. What ______________________?
______________________________.
2. Is ________________________?
______________________________.
3. Who _______________________?
______________________________.

STRUCTURAL OBJECTIVE 114 : Production of questions and answers contrasting simple past and present progressive verb constructions.

Estimated Lessons: /4-6 /

| Teacher Cue: | Pupil Response: |
|---|---|
| Teacher sets up appropriate situation, gives examples, and says: | |
| 1. (Mike), ask Lucy who is singing now.<br>(Mike), ask Lucy who sang just now. | Dialog 1:<br>P1: Who is singing now?<br>P2: Mike (is).<br>P1: Who sang just now?<br>P2: Mike (did)./He did. |
| 2. (Roger), ask me what the girls are doing right now.<br>(Roger), ask me what the girls did just now. | Dialog 2:<br>P1: What are the girls doing right now?<br>T : (They're) jumping rope.<br>P1: What did the girls do just now?<br>T : (They) jumped rope. |
| 3. (Lucy), ask Roger if he is cutting out a horse right now.<br>(Lucy), ask Roger if he cut out a horse just now. | Dialog 3:<br>P1: Are you cutting out a horse right now?<br>P2: Yes, I am./No, I'm not.<br>P1: Did you cut out a horse just now?<br>P2: Yes, I did./No, I didn't. |

Suggested Context(s):

| | |
|---|---|
| Music | Classroom (cleaning) |
| Art | Known actions of pupils |
| Playground | |

Suggested Vocabulary:

Select from previous vocabulary of this unit

Suggested Resources and Materials:

Pictures illustrating completed and continuing actions
Stick figures of actions
Worksheet for reading and writing

Teaching Points:

1. Use of a contrast situation as a teaching strategy to reinforce comprehension of the difference between continuing and completed actions.

2. See S.O. 101, 102, 103, 107, 109, 110, 111, and 112 for related questions and answers.

3. Each dialog may be presented in separate lessons, however, both questions in each dialog must be presented together.

4. The most important part of this objective is the contrast between present and past time. The dialog situations with the "who", "what", and "yes/no" questions are grammatical vehicles used to help teach the difference between continuing and completed actions.

5. In this objective, errors are highly probable. Do not expect mastery. Spend a maximum of six lessons on this S.O.

6. The indirect question in the teacher cue contains the question the pupil is to produce. These indirect questions were introduced separately in S.O. 110, 111, and 113.

## UNIT XIII: Possessives

S.O. 115: Recognition of a possessive in response to a command.

S.O. 116: Production of a command using a possessive.

S.O. 117: Production of a statement using a possessive.

S.O. 118: Production of a command using possessives "my" and "your."

S.O. 119: Production of a command using the possessive "your" in both singular and plural.

S.O. 120: Recognition of possessives "his", "her" and "its" in a command.

S.O. 121: Production of a statement using the possessives "his", "her", and "its".

S.O. 122: Production of a statement using possessives "our" and "their".

S.O. 123: Production of a short/shortened answer using a possessive in response to a "what-do" question.

S.O. 124: Production of a statement with a possessive and its referent.

Pacing:

Lessons: 16 - 26

Weeks: 2½ (Maximum)

Related Text:

American English Series

Book Two: Units 6 - 7

1. Pointing Fun

Make animals or insects on construction paper or flannel to be used on a bulletin board or flannel board. The command in this objective can be used by having pupils point to the various body parts. This activity can be varied by cutting the animals and insects into pieces according to their body parts. Then the pieces can be scrambled to make the task more difficult. The pupils can later put the pieces together to make a picture of an animal or insect.

2. Whose? Choose!

Collect personal items from several pupils and place on a table. Give the command to a pupil (e.g., Point to John's belt. Touch Roger's shoes.) If the pupil responds correctly, he then returns the item to the owner. To make the task more difficult, increase the number of items collected or obtain two or more items from the same pupil. (e.g., Mike's belt, Mike's sweater, Mike's watch, etc.)

3. Fishing Game

Prepare materials for the game as follows: cut many fish from construction paper; put a paper clip on each fish; fasten a magnet on a piece of string and tie to the end of a stick or pole; cover a cardboard box with blue paper for a fishing pond.

Write a command on each fish. (e.g., Point to Lucy's bracelet. Point to the cat's whiskers.) Let pupils fish for one of the commands and let him read the command "caught". After the pupil reads the command, he/she does what it says. (If the pupil cannot read the command, the teacher should help him. This may be a reading readiness activity as well as a reading one.

## STRUCTURAL OBJECTIVE 115 : Recognition of a possessive in response to a command.

Estimated Lessons: /1-2 /

| Teacher Cue: | Pupil Response: (Non-Verbal) |
|---|---|
| Teacher sets up appropriate situation, gives examples, and says:<br>Point to Mike's belt. | Pupil performs requested action. |

Suggested Context(s):

Social Studies (the family, clothing, jewelry, etc.)
Health (parts of body)
Science (animal body parts)

Suggested Vocabulary:

Verbs: touch, point to

Body Parts

Human: head
eye(s)
ear(s)
nose
arm(s)
hand(s)
leg(s)
foot-feet

animal: head
eye(s)
ear(s)
nose
tail
leg(s)
paw(s)

Clothing
coat
jacket
shoes
shirt
pants
dress
blouse
skirt
cap
hat

Jewelry
ring
necklace
bracelet
earrings
watch

Suggested Resources and Materials:

Items of clothing belonging to pupils
Items of jewelry belonging to pupils
Classroom items belonging to pupils
Toy animals
Pictures of animals, insects, fish, etc.
Materials for fishing game (See activity 3.)

Teaching Points:

1. Introduction of possessives. Extension of commands by use of possessives. See Book 1, Unit 1.

2. Imperative Transformation

$$\text{You} + \text{will} + MV \Longrightarrow MV$$

$$MV \longrightarrow V_t + NP_2$$

$$NP_2 \longrightarrow Det + N$$

$$Det \longrightarrow Poss$$

$$Poss \longrightarrow Nom + Z_3$$

3.

| $V_t$ | Nom | $Z_3$ | N |
|---|---|---|---|
| point to<br>touch<br>point to | Ø Lucy<br>the dog<br>Ø Roger<br>etc. | 's | bracelet<br>nose<br>shirt<br>etc. |

4. Limitations:
   1) Possessives are Nom + $Z_3$, animate, and singular.
   2) Verbs "point to" and "touch".

5. Possessives are determiners: my, your, our, their, his, her, its, Mike's, the girl's. In objectives 115, 116, and 117 use only possessives such as "Mike's" and "the girl's".

6. The appropriate situation should be set up for directing the pupils to talk about things actually possessed by the owner.

7. The name of the items being possessed may be singular or plural. See vocabulary.

## SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 116

1. Pointing Fun (See S.O. 115)

   Use same materials as in S.O. 115. Have the pupils give commands instead of the teacher.

2. Point-Touch Relay

   Adapt the activity "Whose? Choose!" in S.O. 115. Divide the group into two teams. Team 1 will give a command and Team 2 will respond. Then reverse so that Team 2 gives a command and Team 1 responds. Keep score as follows: award three points for a correct command and one point for a correct response. Reward the winning team (e.g., five extra minutes of recess or free time.)

3. Read-a-Command

   Prepare sentence strips with a different command on each one (e.g., Point to the dog's tail. Touch Roger's shirt.) Place the commands face down on a table or on the floor. A pupil is selected to choose one and read it aloud. He calls on a pupil to perform the action.

4. Fishing Game (See S.O. 115)

   Conduct as explained in S.O. 115.

5. Circle It!

   Prepare a worksheet with pictures of animals. Direct the pupils to "circle" or "cross out" various body parts. (e.g., Circle the rabbit's ears. Cross out the horse's tail.) Then let the pupils take turns playing the part of the teacher.

## STRUCTURAL OBJECTIVE 116 : Production of a command using a possessive.

Estimated Lessons: /2-3 /

| Teacher Cue: | Pupil Response: |
|---|---|
| Teacher sets up appropriate situation, gives examples, and has pupil partners engage in a similar activity. | P1: Point to Lucy's dress.<br>P2: Performs the requested action.<br>P1: Touch the dog's tail.<br>P2: Performs the requested action. |

### Suggested Context(s):

Social Studies (same as S.O. 115)

Health (body parts)

Science (animal body parts)

### Suggested Vocabulary:

Verbs:
- touch
- point to
- circle
- cross out

See S.O. 115

### Suggested Resources and Materials:

Items of clothing belonging to pupils
Jewelry or classroom items belonging to pupils
Toy animals
Pictures of animals, insects, fish, etc.
Sentence strips with commands (See activity 3.)
Teacher-prepared worksheet

### Teaching Points:

1. First production of a possessive. **First production of a command.**

2. Imperative Transformation

$$\text{You} + \text{will} + \text{MV} \Longrightarrow \text{MV}$$

$$\text{MV} \longrightarrow V_t + NP_2$$

$$NP_2 \longrightarrow \text{Det} + \text{N}$$

$$\text{Det} \longrightarrow \text{Poss}$$

$$\text{Poss} \longrightarrow \text{Nom} + Z_3$$

3.

| $V_t$ | Nom | $Z_3$ | N |
|---|---|---|---|
| touch<br>point to<br>circle<br>etc. | Ø Roger<br>the cat<br>the man<br>etc. | 's | hat<br>whiskers<br>shoes<br>etc. |

4. Limitations:
   1) Possessives are Nom + $Z_3$, animate, and singular.
   2) Verbs (see suggested vocabulary).

5. The appropriate situation should be set up for directing pupils to talk about things actually possessed by the owner.

6. Watch for pupil omission in pronouncing the possessive affix: /s/, /z/, or /əz/.

1. Spinner Game

Make a spinner board with pictures of animals. (The pictures may be pupil-drawn.) When a child takes a turn at spinning, he makes a statement about the animal the spinner stops on. (e.g., The rabbit's tail is fuzzy. The boy's shirt is red.)

2. Creative Drawing

As an art activity, direct the pupils to draw pictures of their favorite animal. The pictures may later be used to elicit the statements of this objective. A pupil may give one or more statements about his own picture.

3. Matching Game

Prepare a set of animal pictures and a set of corresponding sentence strips. (e.g., a picture of a pig may have a corresponding sentence which reads, "The pig's tail is curly.") Direct the pupils to match the pictures with an appropriate statement. The children may also read the sentences aloud to the group.

4. What's In A Painting

Display a picture in front of the group. Direct the pupils to write as many sentences as they can using the structure in the objective. (e.g.,
The rabbit's ears are long.
The boy's shoes are black.
The tree's bark is rough.)

5. Scrambled Sentences

Prepare a worksheet with many sentences which have been scrambled. Direct the pupils to write a correct sentence for each one. Sample sentences might be:
hair black. is Lucy's
soft. is fur cat's The

To make the task more difficult, omit the periods and capital letters.

STRUCTURAL OBJECTIVE 117 : Production of a statement using a possessive.

Estimated Lessons: /2-3 /

| Teacher Cue: | Pupil Response: |
|---|---|
| Teacher sets up appropriate situation, gives examples, and says:<br>Let's talk in the same way. | Mike's shoes are brown.<br>The horse's tail is long. |

Suggested Context(s):

Social Studies (the family, clothing, jewelry, etc.)

Health (parts of body)

Science (animal body parts)

Suggested Vocabulary:

Known items of clothing, jewelry, and body parts

Known adjectives

Suggested Resources and Materials:

Items of clothing belonging to pupils
Jewelry or classroom items belonging to pupils
Toy animals
Pictures of animals, insects, fish, etc.
Art supplies
Spinner board with pupil drawings

Teaching Points:

1. Extension of the possessive by its use in the subject noun phrase followed by a predicate adjective.

2. $NP_1 + V_{be} + Adj$

$NP_1 \longrightarrow Det + N$

$Det \longrightarrow Poss$

$Poss \longrightarrow Nom + Z_3$

3.

| Nom | $Z_3$ | N | $V_{be}$ | Adj |
|---|---|---|---|---|
| Ø Lucy | 's | ring | is | pretty |
| the pig | | tail | | short |
| the boy | | eyes | are | brown |
| etc. | | etc. | | etc. |

4. Limitations:
   1) "Is" and "are" forms of the verb "be"
   2) Possessives are Nom + $Z_3$, animate, and singular

5. In setting up the appropriate situation, the teacher should indicate the item(s) to be talked about by either silently touching or pointing. Avoid telling the pupil what the item is.

6. Watch for pupil omission in pronouncing the possessive affix, /s/, /z/, or /əz/.

## SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 118

### 1. Dressing for a Party

Collect items of clothing or costumes and grooming items. Let children dress up for a party, possibly a costume party. Pupils are to give commands to each other, such as:

Brush my hair, please.
Tie my shoe.
Button my blouse.

### 2. Whose? Choose! (See S.O. 115)

Adapt this activity for this objective, making certain to use the possessives "my" and "your". Children may give commands, such as:

Point to my belt.
Touch my ring.
Pick up your pencil.

### 3. Simon Says

Adapt this familiar game to fit this objective. Have pupils take turns being the "leader" and giving the directions. When the leader says, "Simon says, Clap your hands", the pupils are to respond. If the leader gives a command without saying "Simon says", the pupils do not respond.

### 4. Reading Chart Story

Write the following story on a chart or on a worksheet. It may be used for various activities, such as, reading aloud and answering comprehension questions orally or in writing.

#### Mother and the Parrot

It is Saturday morning. Mother is busy. The children are helping Mother. The children are Jerry, Joe, and Anne. Mother said, "Anne, make my bed." The parrot said, "Anne, make my bed." Anne made Mother's bed. Mother said, "Joe, shake my rug." The parrot said, "Joe shake my rug." Joe shook Mother's rug. Mother said, "Jerry, hang up your clothes." The parrot said, "Jerry, hang up your clothes". Jerry hung up the clothes. Jerry pointed to the parrot and said, "Close your mouth."

### 5. Mail Man

Write various commands on slips of paper and put in envelopes. Put the envelopes in a mail bag and choose a pupil to be the mail man. When a pupil receives his "letter", he opens it, reads the command aloud, and does what it says. (e.g., Put your crayons in the cabinet. Write your name on the chalkboard.) Be certain all the commands have "your".

STRUCTURAL OBJECTIVE 118 : Production of a command using possessives "my" and "your".

Estimated Lessons: /1-2 /

| Teacher Cue: | Pupil Response: |
|---|---|
| Teacher sets up appropriate situation, gives examples, and has pupil-partners engage in similar activity. | P1: Sharpen my pencil, (please).<br>P2: Performs requested action.<br>P1: Mike, put your crayons in your desk.<br>P2: Performs requested actions. |

Suggested Context(s):

Classroom (Pupils' supplies)

Health (Body Parts)

Suggested Vocabulary:

| Situational | Verbs | | Nouns |
|---|---|---|---|
| Dry your hands. | wash | hang up | parts of body |
| Blow your nose. | brush | touch | items of clothing |
| | comb | point to | |
| | tie | put | |
| | button | put on | |
| | zip | take off | |
| | copy | write | |
| | | clap | |
| | | shake | |
| | | nod | |

Suggested Resources and Materials:

Items of clothing belonging to pupils
Jewelry or classroom items belonging to pupils
Items for grooming (brush, comb, soap, etc.)
Commands written on paper and placed in envelopes
Story on chart (See activity 4.)

Teaching Points:

1. Introduction of possessives "my" and "your".

2. Imperative Transformation

$$\text{you} + \text{will} + \text{MV} \longrightarrow \text{MV} + (\text{Adv}_{\text{pl}})$$

$$\text{MV} \longrightarrow V_t + NP_2$$

$$NP_2 \longrightarrow \text{Det} + \text{N}$$

$$\text{Det} \longrightarrow \text{Poss}$$

$$\text{Poss} \longrightarrow \text{my and your}$$

3.

| Verb | Poss | Noun | Adverb |
|---|---|---|---|
| put | your | book | on the table |
| touch | my | desk | |
| wash | your | hands | |
| etc. | | etc. | etc. |

4. The referent of "your" is established by use of direct address or by pointing. "My" automatically establishes the referent.

5. Note cultural difference in "pointing". Pupils may point to inanimate objects, but do not require pupils to point with forefinger at people.

6. In this objective the possessive "your" is used in singular only.

7. "Please" may be used optionally.

## SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 119

1. Role Playing

Let pupils choose to be the teacher, a dorm aide, or any familiar person. Costumes, hats, etc. may add interest to the activity. The pupil gives a command to another one who performs the requested action. For example:

Dorm Aide: Mike, wash your hands.
Teacher : Boys and Girls, hand in your papers.

2. Simon Says (See S.O. 118)

Adapt this game to be used with one or more pupils. Some sample commands are:

Simon says, Jack, touch your nose.
Simon says, Boys, touch your toes.
Lucy, scratch your chin.
Simon says, Bob and Mary, run to your table.

Pupils can take turns being the leader. The faster the commands are given the more interesting the game is.

3. Grab Bag

Write several commands on slips of paper and place in a grab bag. A pupil is directed to pull out a command and read it aloud. The pupils whose names are on the command are to do what it ways. (e.g., Roger and Bill, take off your shoes. Fred, sharpen your pencil.)

A variation of this activity is to have the pupils write commands. The teacher checks them and then uses them in the grab bag.

4. Scrambled Sentences (See S.O. 117)

Prepare a worksheet with several commands which have been scrambled. Direct the pupils to unscramble them and write them correctly. Some sample sentences might be:

your button shirt. Mike,
books, your Boys, close
hands. Bob and Bill, your wash

You can make the task more difficult by omitting punctuation and capital letters.

STRUCTURAL OBJECTIVE 119 : Production of a command using the possessive "your" in both singular and plural.

Estimated Lessons: /1-2 /

| Teacher Cue: | Pupil Response: |
|---|---|
| Teacher sets up appropriate situation, gives examples, and has pupil-partners engage in a similar activity. | P1: Mike, wash your hands.<br>P2: Performs the requested action.<br>P1: Lucy and Gloria, go to your table, (please).<br>P2: Performs requested action. |

Suggested Context(s):

Classroom: (Pupil supplies)
Social Studies (Family life, clothing, jewelry)
Health (Body Parts)
Science (Animal life)

Suggested Vocabulary:

| Verbs | Adverbials of Place | Nouns |
|---|---|---|
| See S.O. 118 | Select known adverbials of place | Select items possessed from other S.O. of this Unit. |

Suggested Resources and Materials:

Items (clothes, jewelry, etc.) belonging to pupils
Items for grooming (brush, comb, soap, etc.)
Commands written on paper and placed in grab bag

Teaching Points:

1. Extension of possessives by using "your" in both singular and plural.

2. See S.O. 118 for Imperative Transformation formula with transitive verbs.

Intransitive Verb

$$\text{You} + \text{will} + V_i + \text{Adv}_{\text{place}} \Longrightarrow V_i + \text{Adv}_{\text{place}}$$

$$\text{Adv}_{\text{pl}} \longrightarrow \text{Prep} + NP_4$$
$$NP_4 \longrightarrow \text{Det} + N$$
$$\text{Det} \longrightarrow \text{Poss}$$
$$\text{Poss} \longrightarrow \text{your}$$

3.

| D A | Verb | Poss | Noun | Adv place |
|---|---|---|---|---|
| Mike & Roger | tie | your | shoes | ——— |
| Roger | button | | coat | ——— |
| Girls | put | | books | in your desks |
| etc. | etc. | | etc. | etc. |

4. To establish and reinforce the concept of the possessive "your" having the same form in singular and plural, use direct address in this objective.

5. "Your" should be used in a direct object noun phrase or an adverbial of place phrase.

6. To assist pupils, several commands that they can use may be written on chalkboard or sentence strips.

1. Community Helper

   Collect several pictures of known community helpers. Use the pictures for the statement and command in the Teacher Cue. (e.g., This is a fireman. Point to his boots. This is a nurse. Point to her stethoscope.)

   This activity may be varied by dividing the group into teams and keeping score.

2. The Zoo

   Get a large picture of a zoo, either commercially-prepared or pupil-drawn. Use the picture(s) for the statement and command in the Teacher Cue.

3. Fishing Game (See S.O. 115)

   Conduct as explained in S.O. 115. On the fish put both pictures of people and animals in order to randomize the possessives "his", "her", and "its".

4. Matching Game (See S.O. 117)

   Prepare a set of flash cards with both pictures of people and animals. Also prepare sentence strips to correspond with the picture flashcards. Have the pupils match a picture with its corresponding statement and command. (Do not require the pupils to read aloud unless they are able to read. This is a reading readiness activity.)

**STRUCTURAL OBJECTIVE** 120 : Recognition of possessives "his", "her", and "its" in a command.

Estimated Lessons: /1-2 /

| Teacher Cue: | Pupil Response: (Non-Verbal) |
|---|---|
| Teacher sets up appropriate situation, refers to a picture, and says:<br>This is a $\begin{bmatrix}\text{boy}\\\text{dog}\end{bmatrix}$.<br>Point to $\begin{bmatrix}\text{his}\\\text{its}\end{bmatrix}$ nose. | Pupil perfoms requested action. |

Suggested Context(s):

Social Studies (known occupational terms)

Science (birds, animals)

Suggested Vocabulary:

Related to contexts

Suggested Resources and Materials:

Ample supply of pictures (community helpers, animals, and birds, etc.)

Large pictures of zoo, farm, etc.

Toy animals

Sentence strips

Puppets (girl, boy, animal, occupational)

**Teaching Points:**

1. Extension of possessives by the use of "his", "her", and "its".

2. Imperative Transformation

$$\text{You} + \text{will} + \text{MV} \rightarrow \text{MV}$$

$$\text{MV} \rightarrow V_t + NP_2$$

$$NP_2 \rightarrow \text{Det} + \text{N}$$

$$\text{Det} \rightarrow \text{Poss}$$

$$\text{Poss} \rightarrow \text{his, her, its}$$

3.

| $V_t$ | Poss | N |
|---|---|---|
| point to<br>touch | her<br>its | eyes<br>ears<br>etc. |

4. Limitations:
   1) Possessives "his", "her", and "its", animate, and singular.
   2) Verbs "point to" and "touch".

5. The appropriate situation in this objective requires the use of pictures, toys, or puppets and the statement "This is a ____." to establish the referent for the possessives "his", "her", and "its".

6. Careful randomization of possessives is needed.

1. Animal Sculpture

As an art activity, direct the pupils to make animals from modeling clay. The finished animals may be used to talk about. (e.g., This is its trunk.)

2. Flash Cards

Use flash cards prepared for "Matching Game" in S.O. 120. Place the cards face down on a table or the floor. Direct a pupil to choose one and to make a statement about it, being certain to point to the "thing" talked about.

This activity may be varied by having pupils give as many statements as possible. Also you may divide into teams and keep score.

3. Let's Read

From an old reading text, cut pictures of a boy, a girl, and a dog. Direct the pupils to draw pictures of "things" belonging to the boy, girl and dog.
(e.g., boy — house, bike,
girl — dress, toy,
dog — dish, bone)

First, talk about the boy and have all the pupils tell about the things they have drawn. (e.g., This is his house.) Do the same for the girl and the dog.

Prepare sentence strips to go with the pictures drawn by the pupils. The pupils can read the sentences and match them with the pictures.

4. Fill-in-the-Blank

Prepare a worksheet with several sentences, leaving a blank for the possessive. (e.g., This is _____ ring.) Beside each one write a person's or animal's name. Direct the pupils to fill in the correct word in each blank. Some samples are:

| | |
|---|---|
| Mary | This is _____ jacket. |
| Brownie | This is _____ doghouse. |
| Jim | These are _____ shoes. |

STRUCTURAL OBJECTIVE 121 : Production of a statement using the possessives "his", "her", and "its".

Estimated Lessons: /2-3 /

| Teacher Cue: | Pupil Response: |
|---|---|
| Teacher sets up appropriate situation, gives examples, and says: | This is his jacket. |
| | These are her crayons. |
| Let's talk in the same way. | This is its tail. |

Suggested Context(s):

Classroom (Pupils' supplies)

Social Studies (Family: clothing, jewelry)

Science (animal parts)

Suggested Vocabulary:

Known vocabulary of this Unit

Suggested Resources and Materials:

Ample supply of pictures (community helpers, animals, and birds, etc.)
Large pictures of zoo, farm, etc.
Toy animals
Puppets or dolls (girl, boy, animal, occupational)
Modeling clay
Sentence strips and related worksheet

Teaching Points:

1. Extension of possessives by pupil production of "his", "her", and "its".

2. $NP_1 + V_{be} + NP_1$

$NP_1 \longrightarrow \left\{\begin{matrix}\text{Subj}\\ \text{Pred N}\end{matrix}\right\}$

$\text{Subj} \longrightarrow$ this, these

$\text{Pred N} \longrightarrow \text{Det} + \text{N}$

$\text{Det} \longrightarrow \text{Poss}$

$\text{Poss} \longrightarrow$ his, her, its

3.

| Subj | Vbe | Poss | Noun |
|---|---|---|---|
| this | is | her | ring |
| these | are | his | marbles |
| this | is | its | nose |
| | | | etc. |

4. Limitations:
   1) subject - this and these
   2) verb - is and are
   3) poss - his, her, its

5. The appropriate situation requires the use of actual items owned by pupils or pictures, toys and puppets to establish the referent for the possessives "his", "her", and "its".

SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 122

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1. Grab Bag

Divide the group into two teams. Collect from the pupils various items, bind them together, and place them in a grab bag or box. When a child reaches in and pulls a set of items out, he gives the correct sentences using "our" or "their". This is a good activity for keeping score.

2. Let's Play Cards

Collect items from the pupils and display as explained in Teaching Point 5. Prepare several cards with the word "our" and several with "their". Shuffle the cards and place face down on a table. A pupil picks up the top card, reads it, and makes an appropriate sentence using the word and the displayed items.

3. Scrambled Sentences (See S.O. 117)

Prepare a worksheet with many scrambled sentences. Direct the pupils to write the sentences correctly. Some samples are:

chairs. our These are
These our books. are
our are pencils. These

## STRUCTURAL OBJECTIVE 122 Production of a statement using possessives "our" and "their".

Estimated Lessons: /2-3 /

| Teacher Cue: | Pupil Response: |
|---|---|
| Teacher sets up appropriate situation, gives examples, and says:<br>Let's talk in the same way. | 1. These are our books.<br>2. These are their books. |

Suggested Context(s):

Classroom (Supplies)

Social Studies (Clothing)

Arts and Crafts

Suggested Vocabulary:

Related to contexts

Suggested Resources and Materials:

Items (clothing, jewelry, supplies, etc.) belonging to the pupils
Grab bag
Scrambled sentences (See activity 3.)
Cards with "our" and "their"

Teaching Points:

1. Extension of possessives by pupil production of "our" and "their".

2. $NP_1 + V_{be} + NP_1$

$$NP_1 \longrightarrow \begin{Bmatrix} Subj \\ Pred\ N \end{Bmatrix}$$

$$Subj \longrightarrow \text{this, these}$$

$$Pred\ N \longrightarrow Det + N$$

$$Det \longrightarrow Poss$$

$$Poss \longrightarrow \text{our, their}$$

3.

| Subj | $V_{be}$ | Poss | N |
|---|---|---|---|
| this<br>these | is<br>are | our | classroom<br>chairs<br>etc. |

4. Limitations:
   1) Demonstrative pronouns "this" and "these"
   2) "Is" and "are" forms of verb "be"

5. The situation in this S.O. is highly controlled in order to establish the concepts of "our" and "their". For example, divide the class into two groups. Then collect items from individuals in the groups, keeping the items separated on two different tables. A pupil in Group 1 can talk about the items from his group by saying, "These are our ____." He can talk about items from Group 2 by saying, "These are their ____."

1. Guess What?

One pupil leaves the room and becomes "It". Another pupil is directed to do a common action. When "It" returns, the teacher asks the question, "What did Mike do just now?" "It" gets three guesses. If "It" does not guess correctly, then the pupil tells what he did.

The guessing is easier if the possibilities are limited, such as, doing grooming actions, playground actions, art actions, etc.

This activity may be varied by having "It" go behind a divider or screen, doing an action, and letting three different pupils take a turn at guessing.

2. Grab Bag

Write several actions on slips of paper and put in a grab bag. A pupil is selected to pull a slip from the bag and do the action. The teacher asks the question and another pupil responds.

3. Spin the Bottle

Sit pupils in a circle. Spin a pop bottle in the middle. The one the bottle points to is directed to an action. The teacher then asks the question and another pupil responds.

4. Do and Write

Direct a pupil to do an action. Then have the other pupils write the correct answer to the question, "What did Mike do just now?" Make sure a possessive will be in the response.

STRUCTURAL OBJECTIVE 123 : Production of a short shortened answer using a possessive in response to a "what-do" question.

Estimated Lessons: /2-3 /

| Teacher Cue: | Pupil Response: |
|---|---|
| Teacher sets up appropriate situation, gives examples, and asks: | |
| What did Mike do this morning? | (He) brushed his teeth. |

Suggested Context(s):

Health (Grooming)

Classroom (Pupils' supplies)

Suggested Vocabulary:

| Adverbials of Time | Verbs |
|---|---|
| just now<br>this morning<br>last night | Select from Past Tense Unit |

Suggested Resources and Materials:

Items for grooming (soap, comb, brush, etc.)
Classroom items belonging to pupils
Teacher-prepared worksheet

Teaching Points:

1. Use of contrast situation to reinforce the use of possessives "my", "your", "his", "her", "our", and "their".

2. $(NP_1) + T + V_t + NP_2$

T → Past
$NP_1$ → Pron
Pron → I, you, he, she, we, they
$NP_2$ → Det + N
Det → Poss
Poss → my, your, his, her, our, their

3.

| Pron | Past + V | Poss | Noun |
|---|---|---|---|
| (I) | combed | my | hair |
| (they) | read | their | books |
| (we) | made | our | beds |
| etc. | etc. | | etc. |

4. Limitations:
   1) possessives - my, you, his, her, our, their
   2) subject noun phrase - I, you, he, she, we, their
   3) verbs - listed at beginning of Past Tense Unit
   4) Use only adverbials of time listed under suggested vocabulary.

5. Adverbials of time are obligatory in the question in this objective.

6. Setting up the situation includes writing on the chalkboard or chart the suggested time expressions under which are listed known completed actions of pupils related to the time expressions. In the presentation deal with each one separately. In the practice phase they may be randomized.

7. Avoid the use of double possessives such as, "his grandmother's house".

## SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 124

1. Grab Bag (See S.O. 123)

Adapt this activity from S.O. 123. Write many actions on slips of paper. Have several pupils pull out slips and do the actions written on them. Then the class can talk about what the pupils just did.

2. Stockpiling

Use stockpiling of pupils actions for various times and places. For example, what the pupils did the previous night in the dorm or during the previous week-end. These may be listed on the chalkboard to serve as memory and visual cues. This would also lend itself well to a game between two or more teams and keeping score.

3. Reading Chart Story

Write the following story on a chart or on a worksheet. It may be used for silent or oral reading and for both oral or written comprehension questions.

### Mother's Helpers

Mike, Roger, and I are brothers. We helped our mother with her work yesterday. Mike herded our sheep. Roger cleaned our hogan. I cooked our breakfast. We did other things last night. Mike played with his dog. Roger washed his jeans. I polished my boots. We enjoyed our work.

4. Scrambled Sentences (See S.O. 117)

Prepare a worksheet with many sentences which have been scrambled. Direct the pupils to write a correct sentence for each one. Sample sentences might be:

sharpened his Mike pencil.
jacket. found I the boy's
their finished The class work.

**STRUCTURAL OBJECTIVE** 124 : Production of a statement with a possessive and its referent.

Estimated Lessons: /2-3 /

| Teacher Cue: | Pupil Response: |
|---|---|
| Teacher sets up appropriate situation, gives examples, and says:<br>Let's talk in the same way. | 1. I sharpened my pencil (just now).<br>2. Mike made his bed (this morning).<br>3. Lucy hid Mike's book. |

Suggested Context(s):

Classroom (supplies)

Social Studies (clothing, jewelry)

Suggested Vocabulary:

| Poss | Nom + $Z_3$ |
|---|---|
| my | Lucy's |
| your | the man's |
| his | etc. |
| her | |
| its | |
| our | |
| their | |

Suggested Resources and Materials:

**Items for grooming (soap, comb, brush, etc.)**
Classroom items belonging to pupils
Story on chart (See activity 3.)
Teacher-prepared worksheet

**Teaching Points:**

1. Use of a contrast situation as a teaching strategy to reinforce the use of possessives introduced in this unit.

2. $NP_1 + T + V_t + NP_2 + (Adv_{pl}) + (Adv_{tm})$

$T \longrightarrow$ past

$NP_2 \longrightarrow$ Det + N

Det $\longrightarrow$ Poss

3.

| $NP_1$ | $V_t$ | Poss | $(Z_3)$ | N | $(Adv_{pl})$ | $(Adv_{tm})$ |
|---|---|---|---|---|---|---|
| I | washed | my | | hands | —— | just now |
| Gloria | colored | her | | picture | —— | —— |
| Lucy | hid | Mike | 's | pencil | —— | —— |
| Roger | found | the man | 's | hat | on the chair | —— |
| etc. | etc. | etc. | | | etc. | etc. |

4. Randomize all possessives presented in this unit.

## UNIT XIV: Simple Present Verb Construction

S.O. 125: Production of a short/shortened answer using the simple present verb construction, exclusive of the third person singular, in response to a "what" question.

S.O. 126: Production of a short/shortened answer using the simple present verb construction with only the third person singular in response to a "what" question.

S.O. 127: Production of a short/shortened answer contrasting the two simple present verb construction forms in response to a "what" question.

S.O. 128: Production of a statement using the simple present verb construction.

S.O. 129: Production of a statement with conjoined phrases using the simple present verb construction.

S.O. 130: Production of a shortened answer in response to a "yes/no" question using the simple present verb construction.

S.O. 131: Production of a "yes/no" question with the simple present verb construction.

S.O. 132: Production of the "what" question with the simple present verb construction.

S.O. 133: Production of a negative statement using the simple present verb construction.

S.O. 134: Production of a negative statement conjoined to a related positive statement by the conjunction "but".

Pacing:

Lessons: 25 - 39

Weeks: 4 (Maximum)

Related Texts:

American English Series

Book I, Units 23 - 29

1. Role Playing

The teacher, aide, and/or pupils dress up in occupational costumes (e.g., doctor, nurse, fireman, etc.). Then ask the question of this objective. For example, if teacher puts on nurse's cap, she asks: "What do I do every day?" A pupil responds, "(You) work at the hospital," or some other appropriate response. (Be sure to observe limitations in Teaching Point 4.)

2. Getting Ready For School

Whisper in two or more childrens' ears something they do in the morning before coming to school (e.g., getting dressed, eating breakfast, making the bed, brushing teeth, etc.) The children act out what they have been told. You may use real items in the actions or just let the children pretend. Then ask the question of this objective. (e.g., What do Lucy and Sally do every morning? (They) make their beds.)

3. Action Art

During an art period have the pupils draw pictures of what they do at various times (e.g., at night in the dorm, at home on the weekend, at school on the weekend, etc.) When finished, the pictures may be used to talk about. For example, a pupil can show his picture to the class, the teacher can ask the question, and the pupil can respond.

T: What do you do every weekend at home?
P: (I) herd sheep.

4. Quiz Show

By stockpiling, establish what the pupils do at various times. (See T.P. 6.) Prepare several sentence strips with answers (short or shortened) on them. The contestants in the "quiz show" are asked a question and they respond by selecting the appropriate answer written on a strip. (Be sure to observe limitations in T.P. 4.)

5. Let's Write!

Prepare a worksheet with several questions based upon oral activities and talking about what the pupils do at various times. Direct the pupils to write an appropriate response. If necessary, stockpile on the chalkboard possible answers. (See T.P. 6.) Also, be sure to observe limitations.

STRUCTURAL OBJECTIVE 125 : Production of a short/shortened answer using the **simple present verb construction**, exclusive of the third person singular, in response to a "what question.

Estimated Lessons: /2-3 /

| Teacher Cue: | Pupil Response: |
|---|---|
| Teacher sets up appropriate situation, gives examples, and says: | |
| What do [I<br>you<br>Mike and Roger] do | [(You) go home.<br>(I) eat dinner.<br>(They) play ball.] |
| every afternoon? | |

Suggested Context(s):

Social Studies (Home and school activities)

Recreation

Health (Grooming)

Suggested Vocabulary:

Adverbials of Time:
every day
every morning
every Saturday
every week

**Suggested Resources and Materials:**

Dress-up clothes or costumes
Cards with various actions written on them

Teaching Points:

1. First production of simple present verbs.

2. $(NP_1) + VP$

$$NP_1 \longrightarrow \text{I, you, we, they}$$
$$VP \longrightarrow MV \text{ (+ Adv place)}$$
$$MV \longrightarrow \begin{Bmatrix} V_i \\ V_t + NP \end{Bmatrix} \text{ (+ Adv place)}$$

3.

| $(NP_1)$ | V | $NP_2$ | Adv place |
|---|---|---|---|
| (I) | play | (ball) | — |
| (you) | go | — | to the store |
| (we) | watch | TV | — |
| (they) | sleep | — | — |
| | etc. | etc. | etc. |

4. **Limitations:**
   1) Subjects in question: pronouns, "I", "you", "we", "they" and plural or conjoined animate nouns (e.g., the dogs; Lucy and Gloria).
   2) Adverbials of time beginning with "every". (See Suggested Vocabulary.)

5. In this objective do not use subjects which require the third person singular verb ending "-s". (e.g., "he", "she", "it", "Mike", "the girl")

6. In setting up the situation, "stockpile" what children actually do at various times. For example, write headings on the chalkboard "every morning", "every afternoon", "every night", "every weekend", etc. and list under each one what the children say they can do. Then ask the question of this S.O.

7. In the question the adverbial of time is obligatory.

ED 164 153 NAVAJO AREA LANGUAGE ARTS PROJECT (NALAP). BOOK 2.
EBY, J. WESLEY; AND OTHERS BUREAU OF INDIAN AFFAIRS (DEPT. OF
3 OF 5 INTERIOR), WINDOW ROCK, ARIZ.
74 450P.

1. Role Playing (See S.O. 125)

Conduct as explained in S.O. 125. Be sure to observe the limitation in T.P. 4.

2. Getting Ready For School (See S.O. 125)

Conduct as explained in S.O. 125, but be sure to modify in order to elicit the third person singular verb form.

3. Action Art (See S.O. 125)

Use the pictures drawn for this activity in S.O. 125, but change the question to fit this objective. For example, Mike holds up a picture of something he does every night:

T: What does Mike do every night?
Joe: (He) washes his socks.

4. Quiz Show (See S.O. 125)

Adapt this activity to fit this objective. New sentence strips with answers will be needed.

5. Matching Game

Collect several pictures of familiar everyday activities (e.g., a boy brushing his teeth, a lady cooking breakfast, a girl washing, a boy herding sheep, etc.) Prepare sentence strips with shortened answers to correspond with each picture. When the teacher asks the question about a picture, a pupil is directed to match the correct shortened answer with the picture.

6. Let's Write (See S.O. 125)

Adapt this activity to fit this objective. A new worksheet will be needed.

7. Creative Writing Contest

Divide the class or group into teams of three pupils. Display a picture of a known businessman in the community and direct each group to write as many things as they can in answer to the question, "What does Mr. Begay, the trader, do every day?" Challenge the teams to see if you can write the most correct shortened answers. Some possibilities may be:

He opens the store.
He turns on the lights.
He sells candy.
He sells gasoline.
He waits on customers.

STRUCTURAL OBJECTIVE 126 : Production of a short/shortened answer using the simple present verb construction with only the third person singular in response to a "what" question.

Estimated Lessons: /2-3/

| Teacher Cue: | Pupil Response: |
|---|---|
| Teacher sets up appropriate situation, gives examples, and says: | |
| What does [Mike<br>mother<br>the bell] do every morning? | [(He) brushes his teeth.<br>(She) cooks breakfast.<br>(It) rings.] |

Suggested Context(s):

Health (Grooming)

Social Studies (Home and School activities)

Sciences (Animals)

Suggested Vocabulary:

Known vocabulary related to contexts

Known adverbials of time (see S.O. 125)

Suggested Resources and Materials:

Dress-up clothes or costumes

Cards with various actions written on them

Teaching Points:

1. Extension of the simple present verb construction by the third person singular.

2. $(NP_1) + VP$

$$NP_1 \longrightarrow \text{he, she, it}$$
$$VP \longrightarrow MV\ (+\ Adv\ place)$$
$$MV \longrightarrow \left\{ \begin{array}{l} V_i \\ V_t + NP_2 \end{array} \right\} (+\ Adv\ place)$$

3.

| $(NP_1)$ | V | $Z_1$ | $NP_2$ | Adv |
|---|---|---|---|---|
| (he) | herd | s | sheep | — |
| (she) | walk | s | — | to the store |
| (it) | buzz | es | — | — |
| | etc. | | etc. | etc. |

4. In this objective use only noun subjects which require the third person singular verb ending "-s" on the verb (e.g., Lucy, Father, the wind, etc.)

5. There are three pronunciations of the verb ending "-s": /s/, /z/, /əz/. Be sure the pupils pronounce the ending distinctly.

6. Noun phrases not requiring a determiner, such as, "Ø ball", and "Ø breakfast" have probably been learned situationally and may be accepted. If used incorrectly (e.g., *"cooks the breakfast") use C.T. 1.

7. In setting up the situation "stockpile" what children actually do at various times. See S.O. 125, T.P. 6.

8. In the question the adverbial of time is obligatory.

## SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 127

For this objective, use the following activities suggested for S.O. 125 and 126. Since this is a contrast objective, adapt each one as necessary to fit this objective.

1. Role Playing

2. Getting Ready For School

3. Action Art

4. Quiz Show

5. Matching Game

6. Let's Write

7. Creative Writing Contest

8. Choose and Act

   Prepare several cards with the known adverbials of time (e.g., every day, every morning, every night, every weekend, every Saturday, etc.) Also, prepare cards with names of pupils. Place the two stacks of cards face down on a table. A pupil is selected to pick one card from the "Adverbial" stack and one or two from the "Pupil" stack. He then gives a response to the teacher's question based on the information on the cards. For example, the pupil chooses "every Saturday" and "Jack".

   T: What does Jack do every Saturday?
   P: (He) goes to the trading post.

STRUCTURAL OBJECTIVE 127 : Production of a short/shortened answer contrasting the two simple present verb construction forms in response to a "what" question.

Estimated Lessons: /3-5 /

| Teacher Cue: | Pupil Response: |
|---|---|
| Teacher sets up appropriate situation, gives examples, and says:<br>What $\begin{bmatrix}\text{do the girls}\\ \text{does Mike}\end{bmatrix}$ do every Saturday | $\begin{bmatrix}\text{(They) go to the trading post.}\\ \text{(He) rides his horse.}\end{bmatrix}$ |

Suggested Context(s):

Social Studies (Home and School activities)

Recreation

Health (Grooming)

Science (Animals)

Suggested Vocabulary:

Known vocabulary related to contexts

Known adverbials of time (see S.O. 125)

Suggested Resources and Materials:

Dress-up clothes or costumes
Cards or sentence strips with various actions written on them

Teaching Points:

1. Use of a contrast situation as a teaching strategy to reinforce correct use of the two simple present verb construction forms.

2. $(NP_1) + NP$

$NP_1 \longrightarrow$ I, you, we, they, he, she, it.

$VP \longrightarrow MV\ (+\ Adv_{place})$

$MV \longrightarrow \begin{Bmatrix} V_i \\ V_t + NP_2 \end{Bmatrix} (+\ Adv_{place})$

| 3. $(NP_1)$ | V | $Z_1$ | $NP_2$ | $Adv_{place}$ |
|---|---|---|---|---|
| (I) | ride | — | the bus | to school |
| (We) | eat | — | candy | |
| (She) | run | s | — | |

4. Randomize situation to elicit both forms.

5. See teaching points of 125 and 126.

6. In the question the adverbials of time are obligatory.

1. Grab Bag Choice

Prepare slips of paper with familiar actions of pupils to correspond with the following adverbials of time: every morning, every afternoon, every night, every weekend, every day. Label five paper sacks with each of the five adverbials and place the slips of paper in each one. A pupil reaches in a sack, pulls one out, and makes a statement according to the information. For example, a pupil reaches in the sack "every night" and has a slip with "watch TV". He then would say, "I watch TV every night." Let the pupils have freedom in choosing a subject, that is, any appropriate subject to go with the verb. If the action slip reads "plays ball", then the pupil would have to say something like, "John plays ball every night."

For Pupil Response No. 2, the pupil could pull out two slips of paper instead of one.

2. Funny Sentences

The first activity can be varied by putting silly or impossible actions in the grab bags. Some examples are:

eat worms or eats worms
fly an airplane or flies an airplane
ride an elephant or rides an elephant

3. Let's Read

Prepare several sentence strips with statements telling what the pupils do. After the pupils have read them, cut them apart and let the pupils put them back together. The sentences may be mixed up to make new sentences or to make the task more difficult.

4. Scrambled Sentences (See S.O. 117)

Prepare a worksheet with many sentences which have been scrambled. Direct the pupils to write a correct sentence for each one. Sample sentences might be:

washes every night Mike socks. his
to school. walk every day I

To make the task more difficult, omit the periods and capital letters.

STRUCTURAL OBJECTIVE 128 : Production of a statement using the simple present verb construction.

Estimated Lessons: /3-4 /

| Teacher Cue: | Pupil Response: |
|---|---|
| Teacher sets up appropriate situation, gives examples, and says:<br>Let's talk about things we do in the same way. | 1. I read my book every day.<br>2. Mike washes his face and hands every morning. |

Suggested Context(s):

Social Studies (Home and School activities)
Recreation
Health (Grooming)
Science (Animals)
Art
Music

Suggested Vocabulary:

Adverbials of time:
- every morning
- every afternoon
- every day
- every night
- every Friday
- every week
- every weekend

Subjects:

pronouns
- I, you
- we, they
- he, she
- it, etc.

proper nouns
- Mike
- Lucy & Gloria
- Mrs. Brown
- etc.

common nouns
- the man
- the boy
- the cow
- the goat & the horse
- etc.

Suggested Resources and Materials:

Slips of paper with actions in grab bags (See activity 1.)
Sentence strips with actions
Teacher-prepared worksheet

Teaching Points:

1. Extension of the simple present verb construction by pupil production of a statement.

2. $NP_1 + VP$

$$NP_1 \longrightarrow \begin{Bmatrix} \text{common noun} \\ \text{proper noun} \\ \text{pronoun} \end{Bmatrix}$$

$$VP \longrightarrow MV\ (+\ Adv_{place}) + Adv_{time}$$

$$MV \longrightarrow \begin{Bmatrix} V_i \\ V_t + NP_2 \end{Bmatrix}$$

3.

| $NP_1$ | V | $Z^1$ | $NP_2$ | Adv Pl | Adv Tm |
|---|---|---|---|---|---|
| the bell | ring | s | — | — | every morning |
| Lucy | walk | s | — | to school | every day |
| you | wash | - | your socks | — | every night |
| etc. | etc. | | etc. | etc. | etc. |

4. If the third person pronouns (he, she, it, they) are used as subjects, the situation must include the referents.

5. In the pupil response the adverbial of time is obligatory in this objective.

6. In setting up the situation, the teacher should give many examples of acceptable pupil responses.

7. In setting up the situation "stockpile" what children actually do at various times. For example, write headings on the chalkboard "every morning", "every afternoon", "every night" "every Sunday", etc. and list under each one what the children say they can do. Then let them make statements about what they do.

8. Note in Pupil Response No. 2 the conjoined sentence elements. Encourage the use of conjoining according to the pupils' abilities.

## SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 129

1. Science Experiment

   Conduct a science experiment which will take several days to complete. (e.g., growing plants) The pupils may talk about what happens every day. For example, Mary waters the beans and melons every day.

2. Grab Bag Choice (See S.O. 128)

   Conduct as explained in S.O. 128 but make certain two action slips are drawn from the bag.

3. Funny Sentences (See S.O. 128)

   Conduct as explained in S.O. 128 but make certain two action slips are drawn from the bag.

4. Action Art (See S.O. 125)

   During an art period have the pupils draw a picture of two things they do at various times. (e.g., at night in the dorm, on the weekend, after school in the afternoon, etc.) The pupil can talk about his picture. For example, "I play ball and watch TV every afternoon." Pupils may also talk about each others' pictures.

5. Let's Read (See S.O. 128)

   Conduct as explained in S.O. 128.

6. Scrambled Sentences (See S.O. 128)

   Conduct as explained in S.O. 128.

STRUCTURAL OBJECTIVE 129 : Production of a statement with conjoined phrases using the simple present verb construction.

Estimated Lessons: /2-4 /

| Teacher Cue: | Pupil Response: |
|---|---|
| Teacher sets up appropriate situation, gives examples, and says:<br>Let's talk about things we do in the same way. | 1. Mike rides his horse and herds sheep every weekend.<br>2. Roger and I play basketball every afternoon. |

Suggested Context(s):

Social Studies (home and school activities)
Health (grooming
Recreation
Science
Art
Music

Suggested Vocabulary:

Known vocabulary (See S.O. 128)

Suggested Resources and Materials:

Materials for science experiments (See activity 1.)
Slips of paper with actions in grab bags
Sentence strips with actions
Teacher-prepared worksheet

Teaching Points:

1. Extension of the production of statements with simple present verb construction by conjoining noun and verb phrases.

2. $NP_1 + VP$ (See S.O. 128)

Conjunction Transformation, Main Verb

$$\begin{array}{l} NP_1 + MV + Adv_{time} \\ NP_1 + MV + Adv_{time} \end{array} \longrightarrow$$

$$NP_1 + MV + and + MV + Adv_{time}$$

Conjunction Transformation, Noun Phrase

$$\begin{array}{l} NP_1 + MV + Adv_{time} \\ NP_1 + MV + Adv_{time} \end{array} \longrightarrow$$

$$NP_1 + and + NP_1 + MV + Adv_{time}$$

3.

| NP | MV | Conj | MV | Adv Tm |
|---|---|---|---|---|
| Lucy | cooks | and | sews | every Saturday |
| The boys | run races | | play ball | every afternoon |
| etc. | etc. | | etc. | |

| $NP_1$ | Conj. | $NP_1$ | MV | Adv Tm |
|---|---|---|---|---|
| Father | and | mother | work | every day |
| The dogs | | cats | fight | every night |
| etc. | | etc. | etc. | |

4. In the pupil response the adverbial of time is obligatory.

5. Stockpile to elicit both things people do and adverbials of time. See S.O. 128, T.P. 7.

1. Spin The Bottle

The pupils sit in a circle. A bottle is spun to determine who will answer the question. The teacher can ask questions regarding the new adverbials of time. For example, questions may be asked about "in school" happenings. Later, all the newly introduced adverbials may be randomized after they have been introduced separately.

2. Interview

Using toy telephones, set up a pretend situation where the teacher is the interviewer and the pupil is the one being interviewed. Interviews may be about what a pupil eats, plays, does each day, etc.

This activity can be extended to let the pupil pretend he/she is a father/mother and answers questions about his/her child.

3. Role Playing

Let children dress in various occupational uniforms or hats. The teacher asks three questions of each one about his/her job. For example, for a policeman you may ask:

Do you drive a police car?
Do you give shots in the arm?
Do you help people?

You may change the question to let another pupil answer about the pupil who is a policeman.

4. Let's Answer

Prepare a worksheet with a series of yes/no questions to be answered by the pupils. It would be more meaningful if all the questions were related. For example, about "last weekend" or "after school" happenings.

## STRUCTURAL OBJECTIVE 130 : Production of a shortened answer in response to a "yes/no" question using the simple present verb construction.

Estimated Lessons: /2-3 /

| Teacher Cue: | Pupil Response: |
|---|---|
| Teacher sets up appropriate situation, gives examples, and says: | |
| 1. Do you eat oranges every morning? | 1. Yes, I do./No, I don't. |
| 2. Does Mike play ball after school? | 2. Yes, he does./No, he doesn't. |
| 3. [Do you<br>Does Lucy] go to school on Saturday? | 3. [No, I don't.<br>No, she doesn't.] |

Suggested Context(s):

Social Studies (school activities and home life)
Recreation
Art
Music
Health (grooming)

Suggested Vocabulary:

Adverbials of Time.

- in school
- on Saturday
- after school
- in the morning
- at night
- at lunch
- adverbials with "every"

Suggested Resources and Materials:

Spinner board or bottle
Teacher-prepared worksheet (form)
Dress-up clothes or costumes
Play telephones

Teaching Points:

1. Extension of simple present verb construction using the tense carrier "do" in the yes/no question transformation.

2. Sentence Adv + NP + do + (not)

$$\text{Sentence Adv} \longrightarrow \begin{Bmatrix}\text{yes}\\ \text{no}\end{Bmatrix}$$

$$\text{NP} \longrightarrow \text{I, you, we, he, she, it, they}$$

3.

| Sent Adv | NP | T | (Neg) |
|---|---|---|---|
| yes | we | do | —— |
| no | she | does | not |
| | etc. | | |

4 Short answers are not acceptable because the pupil production of the tense carriers "do/does" is essential to this objective.

5. Teacher cue example #1 uses only "do" as tense carrier; example #2 uses only "does"; and example #3 contrasts "do" and "does". These must be presented in this sequence.

6. Teach the contracted forms "don't" and "doesn't". If the pupils say "do not" and "does not", accept as correct. See Rationale.

7. Errors in use of "do" and "does" are probable. Use C.T. No. 2.

8. Use a variety of contexts in order to elicit the four possible responses in numerous situations.

9. Note the introduction of adverbials of time not using "every", (i.e., "on Saturday", "after school", "in the morning", "at night".)

10 Stockpile to elicit both things people do and adverbials of time. See S.O. 128, T.P. 7.

# SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 131

1. Role Playing (See S.O. 130)

Conduct as explained in S.O. 130. This time let the pupils ask and answer the question.

2. Interview (See S.O. 130)

Conduct as explained in S.O. 130. In this objective the pupils can ask and answer the question.

3. Reading Spinner Board

Prepare a spinner board. Around the outside of the board write 8-10 questions about what the pupils do at various times. A pupil spins and reads the question the spinner stops on.

This activity can be varied by using silly or impossible questions. (e.g., Do you ride a camel to town every Saturday?) Make certain the words used are known by the pupils.

4. Grab Bag

Prepare a bag with numerous questions for the pupils to read and answer. When a pupil draws out a question, he reads it aloud, and another pupil is then selected to answer it.

5. Questionnaire

Prepare a questionnaire for the pupils to fill out answering yes/no questions. (This activity introduces the child to filling out forms.)
A sample form might be:

Name ____________________ Birthdate __________
Date ____________________ Census Number ______

1. Do you go to school on Saturday?

____________________________________________

2. Does Lucy Chee go to school on Monday?

____________________________________________

3. Do you play ball after school?

____________________________________________

4. Do you watch movies every Tuesday?

____________________________________________

5. Does Joe Tso ride his horse every day?

____________________________________________

.......

Require the pupils to write the shortened answer form.

STRUCTURAL OBJECTIVE 131 : Production of a "yes/no" question with the simple present verb construction.

Estimated Lessons: /3-5 /

| Teacher Cue: | Pupil Response: |
|---|---|
| Teacher sets up appropriate situation, gives examples, and says: | |
| 1. Lucy, ask Mike if he goes home every week-end. | 1. P1: (Mike), do you go home every weekend?<br>P2: Yes, I do./No, I don't. |
| 2. Lucy, ask me if I go to school on Saturday. | 2. P1: Do you go to school on Saturday?<br>P2: No, I don't. |
| 3. Gloria, ask Mike if Lucy goes to school every Wednesday. | 3. P1: (Mike), does Lucy go to school on Wednesday?<br>P2: Yes, she does. |

Suggested Context(s):

Social Studies (school activities and home life)
Recreation
Art
Music
Health (grooming)

Suggested Vocabulary:

Adverbials of time: (See S.O. 130)

Suggested Pesources and Materials:

**Spinner board or bottle**
Teacher-prepared worksheet (form)
Dress-up clothes or costumes
Play telephones

Teaching Points:

1. Extension of simple present verb construction by pupil production of "yes/no" questions as cued by indirect questions.

2. $NP_1 + T + MV + Adv\ Tm \Longrightarrow$

   $T + NP + MV + Adv\ Tm$

   $T \longrightarrow$ do, does
   (See S.O. 128)

3.

| (DA) | T | NP | MV | Adv time |
|---|---|---|---|---|
| (Lucy) | do | you | sew | on Saturday |
| (Roger) | does | Mike | play football | in the afternoon |
| etc. | | etc. | etc. | |

4. The indirect question in the teacher cue contains the question the pupil is to produce, however modifications are required.

5. Be sure to give many examples in setting up situation.

6. In this objective errors in use of "do" and "does" are probable. Use C.T. No. 2.

7. Stockpile to gather many things people do at various times.

8. Adverbials of time are obligatory in teacher cue and question in pupil response.

## SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 132

1. Role Playing (See S.O. 130)

Conduct as explained in S.O. 130, however, change the question to fit this objective. For example, if a pupil dresses as a nurse, some answers might be:

P1: What do you do every morning?
Nurse: (I) go to the hospital.
(I) give shots.
(I) give medicine.
(I) take temperature.
.......

Encourage pupils to give as many answers as possible. Also, other pupils may be given an opportunity to tell about the "nurse". This may also become a writing activity.

2. Interview (See S.O. 130)

Conduct as explained in S.O. 130, however, change the question to fit this objective.

3. Grab Bag

Prepare two bags, one with questions and one with appropriate responses. Pupil 1 draws a question and Pupil 2 an answer. They read the question and answer to the class.

This activity may be made humorous by giving silly answers.

4. Action Art

Direct the pupils to draw themselves doing an action at a certain time. Then use the picture to cue the dialog for this objective.

5. Questionnaire (See S.O. 131)

Prepare another questionnaire to fit this objective similar to the one explained in S.O. 131.

STRUCTURAL OBJECTIVE 132 : Production of the "what" question with the simple present verb construction.

Estimated Lessons: /3-4 /

| Teacher Cue: | Pupil Response: |
|---|---|
| Teacher sets up appropriate situation, gives examples, and says: | |
| 1. (Roger), ask Mike what he does every afternoon. | 1. P1: (Mike) what do you do every afternoon?<br>P2: (I) watch T.V. |
| 2. (Lucy), ask Gloria what the girls do on Wednesday. | 2. P1: (Gloria) what do the girls do on Saturday?<br>P2: (They) cook fry bread. |
| 3. (Mike), ask Lucy what Roger does at night. | 3. P1: (Lucy) what does Roger do at night?<br>P2: (He) sleeps. |

Suggested Context(s):

Social Studies (school activities and home life)
Recreation
Art
Music
Health (grooming)

Suggested Vocabulary:

Adverbials of time (See S.O. 130)

Suggested Resources and Materials:

Questions and answers in grab bags
Pupil-drawn pictures
Teacher-prepared worksheet (form)

Teaching Points:

1. Extension of simple present verb construction by pupil production of the "what" question as cued by an indirect question.

2. $NP_1 + T + MV + Adv\ Tm \Longrightarrow$

$What + T + NP_1 + Pro\ V + Adv\ Tm$

$T \longrightarrow do, does$

$Pro\ V \longrightarrow do$

(See S.O. 127)

| 3. (DA) | Wh Q | T | Z1 | $NP_1$ | Pro V | Adv Tm |
|---|---|---|---|---|---|---|
| (Roger) | what | do | — | the boys | do | after school |
| (Mike) | | | es | Gloria | | every night |
| (Lucy) | | | — | you | | on Sunday |
| etc. | | | | etc. | | |

| ($NP_1$) | V | $NP_2$ or Adv pl |
|---|---|---|
| (They) | watch | TV |
| — | sleeps | — |
| (I) | go | to church |
| etc. | etc. | etc. |

4. Accept short or shortened answers.

5. See S.O. 131, T.P. 4, 5, 6, 7, and 8.

# SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 133

1. Grab Bag Choice (See S.O. 128)

Conduct this activity as explained in S.O. 128. For this objective write on the slips of paper actions the children do not do to correspond with the adverbials of time.

2. Do and Don't (See S.O. 128, Activity 1)

This is a variation of the Grab Bag Choice activity. Put slips of paper in a bag with actions the pupils do and don't do at various times. When a pupil pulls one out, he must decide whether to say "do" or "don't". For example, if his slip reads "go home" and was in the "every weekend" bag, then he must decide whether to say "I go home every weekend" or "I don't go home every weekend."

3. We Don't

Copy the following poem on a chart or worksheet. It can be used for oral reading, for comprehension questions, and for added reinforcement of the structure.

We don't go to class on Sunday.
We don't go to church on Monday.
We don't take a nap each day.
We don't take a bath at play.

Mike doesn't go to town on Sunday.
Ron doesn't go to the store on Monday.
Bill doesn't eat an orange each day.
Dave doesn't brush his teeth at play.

4. Let's Read (See S.O. 128)

Conduct as explained in S.O. 128. Prepare sentence strips with statements telling what the pupils do not do. These may be cut apart for the pupils to put back together or to combine to make new sentences.

5. Scrambled Sentences (See S.O. 128)

Conduct as explained in S.O. 128. Some sample sentences might be:

wash doesn't clothes every day. Mary
to town I go every weekend. don't

STRUCTURAL OBJECTIVE 133 : Production of a negative statement using the simple present verb construction.

Estimated Lessons: /2-3 /

| Teacher Cue: | Pupil Response: |
|---|---|
| Teacher sets up appropriate situation, gives examples, and says; | We don't come to school on weekends. |
| Let's talk about things we don't do in the same way. | Lucy doesn't take a nap every day. |

Suggested Context(s):

Social Studies (school activities and home life)
Recreation
Art
Music
Health (grooming)

Suggested Vocabulary:

Adverbials of time: (See S.O. 130)

Known vocabulary related to contexts

Suggested Resources and Materials:

Chart with poem (See activity 3.)
Slips of paper in grab bags (See activity 2.)
Sentence strips
Teacher-prepared worksheet

Teaching Points:

1. Extension of the simple present verb construction by pupil production of a negative statement.

2. $NP_1 + T + MV + (Adv\ Pl) + Adv\ Tm \Longrightarrow$

$NP_1 + T + neg + MV + (Adv\ Pl) + Adv\ Tm$

T → do, does
Neg → not
(See S.O. 128 for positive statement.)

3.

| $NP_1$ | T | Z1 | Neg | MV | Adv Tm | : |
|---|---|---|---|---|---|---|
| The dog | do | es | not | bark | at night | |
| I | | — | | read | every day | |
| Gloria | | es | | sweep | in the morning | |
| etc. | | | | etc. | | |

4. Stockpile what the children actually do not do regarding familiar adverbials of time.

5. Be cognizant of all pupil errors in use of "do" and "does". Use Correction Technique No. 2.

6. Use contractions "don't" and "doesn't". If pupils say "do not" or "does not", accept as correct.

7. Adverbials of time are obligatory in the pupil response.

1. Sad Faces

Draw on the chalkboard or a chart several people with sad faces. The pupils are to tell why the people are sad and why they themselves are not sad. For example: Mary doesn't go home every weekend, but I do. My sister doesn't get a letter every week, but I do.

To vary this activity, have the pupils make a sad face and tell why they are sad. For example: I don't eat candy every day, but Betty does.

2. Parents Do—Child Doesn't

Write cue phrases on the chalkboard about things parents do but the child probably does not do. For example:

Cue: Wash clothes every weekend.
Pupil: I don't wash clothes every weekend, but my mother does.

3. Parents Do—Child Doesn't

After activity 2 has been presented orally, prepare a worksheet with the cues and direct the pupils to write the sentences.

4. Do's and Don'ts

Prepare a worksheet as follows, having the pupils write the missing parts of the sentences.

(1) I don't ____________________ every morning, but our teacher ________.

(2) ___________ doesn't __________________ every night, but Bobby __________.

.......

## STRUCTURAL OBJECTIVE 134 : Production of a negative statement conjoined to a related positive statement by the conjunction "but".

Estimated Lessons: /3-5 /

| Teacher Cue: | Pupil Response: |
|---|---|
| Teacher sets up appropriate situation, gives examples, and says: | Mike doesn't make his bed every morning, but Roger does. |
| Let's talk in the same way. | I don't go home every weekend, but my friends do. |

Suggested Context(s):

Social Studies (school activities, home life)
Art
Music
Health (grooming)
Recreation

Suggested Vocabulary:

Adverbials of time: (See S.O. 130)

Known vocabulary related to contexts.

Suggested Resources and Materials:

Slips of paper in grab bags (See activity 2.)
Sentence strips
Teacher-prepared worksheet

Teaching Points:

1. Extension of simple present verb construction by pupil production of a negative statement conjoined to a related positive statement.

2. Negative Transformation:

$$NP_1 + T + MV + Adv\ Tm \Longrightarrow$$

$$NP_1 + T + Neg + MV + Adv\ Tm$$

Conjunction Transformation:

$$\begin{matrix} NP_1 + T + Neg + MV + Adv\ Tm \\ NP_1 + T + MV + Adv\ Tm \end{matrix} \Longrightarrow$$

$$NP_1 + T + Neg + MV + Adv\ Tm + Conj + NP + T$$

$$Neg \longrightarrow not$$
$$Conj \longrightarrow but$$

3.

| $NP_1$ | T | $Z_1$ | Neg | MV | Adv Tm | Conj |
|---|---|---|---|---|---|---|
| Lucy | do | es | not | study | every day | but |
| The boys | | — | | cook | in the afternoon | |
| etc. | | | | etc. | | |

| $NP_1$ | T | $Z_1$ |
|---|---|---|
| Gloria | do | es |
| the girls | | — |
| etc. | | |

4. Be consistent in the use of "do" or "does" within a conjoined statement. (See P.R. examples).

5. Be sure all statements are based on actual pupil experience. See stockpiling in other S.O.'s of this Unit.

6. Adverbials of time are obligatory in pupil response.

## UNIT XV: Object Forms of Personal Pronouns

S.O. 135: Recognition of an object form of a personal pronoun used in a command.

S.O. 136: Production of a shortened answer with an object form of a personal pronoun in response to a "what" question.

S.O. 137: Production of a statement followed by a sentence substituting object forms of personal pronouns for proper names used as objects.

S.O. 138: Production of a statement followed by a sequenced sentence with an object form of the personal pronoun.

**Pacing:**

Lessons: 7 - 11

Weeks: 1½ (Maximum)

**Related Texts:**

American English Series:

Book Two: Units 16 & 17

Units 25 & 26

## SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 135

### 1. Make It! Bake It!

Collect necessary equipment and materials to bake a cake (or cookies) in class. Divide the class into small groups of five or six. Designate one pupil as "head cook" and the remaining pupils as "cooks". As they "bake", the teacher says:

Mike needs an apron. Roger, give him one.
Lucy needs the measuring cup. Gloria,
give it to her.

### 2. Dress Me

Collect several dolls and items of clothing. Paper dolls will do, also. The dolls are dressed for various kinds of weather. As the dolls are being dressed, the teacher says:

Lucy needs a coat. Gloria, give her one.
Sally needs her shoes. Anne, give them to her.

### 3. Art Project

Direct children in an art activity or project, preferably in small groups. As children work, the teacher says:

Larry needs come clay. Bob, give some to him.
Bill needs his crayons. Mike, give them to him.

### 4. I Didn't Hear You

Use this activity as a listening exercise, either as a prefamiliarization or in initial presentation. The teacher uses a puppet to talk to. A sample dialog might be:

T: Jojo, Mike needs his book.
Give it to him.
Jojo: What?

T: Give it to him.
Jojo: What?
T: Give him his book.
Jojo: Who?
T: Give HIM his book.
Jojo: (Does what is requested.)

### 5. Let's Read

Activities 1, 2, & 3 may be made reading activities by writing on sentence strips the commands and directing the pupils to read and do what it says.

### 6. What's Wrong?

Prepare a worksheet with several pictures with a part of each picture missing. (e.g., a doll with a leg missing, a dog with a tail missing, etc.) Write beside the picture what is wrong and what the pupil is to do. (e.g., The doll needs a leg. Give her one.)

## STRUCTURAL OBJECTIVE 135 : Recognition of an object form of a personal pronoun used in a command.

Estimated Lessons: /1-2 /

| Teacher Cue: | Pupil Response: (Non-Verbal) |
|---|---|
| Teacher sets up appropriate situation, gives examples, and says: | |
| 1. Mike needs a pencil.<br>Lucy, give one to him.<br>Lucy, give him one. | 1. Pupil performs requested action. |
| 2. I need my coat.<br>Roger, bring it to me. | 2. Pupil performs requested action. |
| 3. Gloria needs her crayons.<br>Lucy, give them to her. | 3. Pupils performs requested action. |

### Suggested Context(s):

Classroom (pupils' supplies)
Science (pets with names)
Math (geometric shapes and math supplies)
Music (rhythm band instruments)

### Suggested Vocabulary:

| Pronouns | |
|---|---|
| me | Known vocabulary related to contexts |
| us | Pupils' names |
| you | |
| him | |
| her | |
| them | |
| it | |

### Suggested Resources and Materials:

| | |
|---|---|
| Art supplies | Classroom animals or pets |
| Dolls and clothes | Geometric cut-outs or flashcards |
| Pupils' clothes | Rhythm Band instruments |
| Items for baking a cake | |
| Teacher-prepared worksheet | |

### Teaching Points:

1. Introduction of object forms of personal pronouns.

2. $NP_1 + V_t + NP_2$

$NP_1 \longrightarrow$ Subj
Subj $\longrightarrow$ Proper Noun & I
V $\longrightarrow$ need
$NP_2 \longrightarrow$ Det + N

Imperative Transformation:
you + will + MV $\Longrightarrow$ MV

MV $\longrightarrow V_i + NP_2$
$V_t \longrightarrow$ give, bring
$NP_2 \longrightarrow$ Pron
Pron $\longrightarrow$ it, them
$NP_3 \longrightarrow$ to + Pron
Pron $\longrightarrow$ me, us, him, her, them

3.

| Subj | Verb | Det | Noun |
|---|---|---|---|
| Gloria | needs | her | coat |
| The boys | need | a | football |
| I | need | my | book |

| DA | Verb | Pron | Prep | Pron |
|---|---|---|---|---|
| (Roger) | give | it | to | her |
| (Lucy) | take | it | | them |
| (Mike) | bring | them | | me |

4. Note that in example 1, the indirect object transformation (see S.O. 136, T.P. 2) may be applied but in examples 2 and 3 it cannot be applied. Watch for errors. e.g., *Give me it. *Give her them.

5. The use of the verb "need" in this objective serves as a prefamiliarization for "need" in Unit XVIII. Make certain the things talked about are actually needed.

6. The appropriate situation requires providing opportunity for use of all the object forms of the personal pronouns.

7. The noun substitute "one" can be used in example 1 only.

## SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 136

### 1. Action Play

Divide class into small groups. Pupils are told to do an action which requires the use of some "thing". (e.g., bouncing a ball, jumping rope, etc.) A pupil is directed to give the needed "thing" to another pupil. For example:

T: Mike, take the ball to Mark.
Jim, give the rope to Mary.

(Then the teacher asks:)
Larry, what did Mike do for Mark?
P: He gave him the ball.
T: Bob, what did Jim do for Mary?
P: He gave her the rope.

The pupils should then do the action, such as: bouncing the ball, jumping rope, etc.

### 2. What Happened?

Prepare a set of pictures (from magazines or teacher/pupil-drawn) showing completed actions. For example, a man/woman at a filling station getting in a car, a man/woman walking out of a store with groceries, etc. Tell the pupils that the man/woman in each picture is you, the teacher. Then ask the question of this objective. (e.g., What did the filling station operator do for me? What did the trader do for me?)

### 3. Silent Commands

Whisper a command in a pupil's ear. (e.g., Sally, give Jim a pencil.) Then ask the question of this objective. (e.g., Roger, what did Sally do for Jim?)

This activity can be made into a reading and writing one by having the commands written on slips of paper and by directing the pupils to write the answers to the questions on paper.

### 4. Don't Forget It!

Use daily happenings as a means to ask this question (e.g., walks, trips, making bulletin boards, music class, etc.). For example, What did Mr. Jones, the principal, do for us? He gave us a table. What did the nurse do for Mike and Roger? She gave them shots.

STRUCTURAL OBJECTIVE 136 : Production of a shortened answer with an object form of a personal pronoun in response to a "what" question.

Estimated Lessons: /2-3 /

| Teacher Cue: | Pupil Response: |
|---|---|
| Teacher sets up appropriate situation, gives examples, and says: | |
| 1. (Mike), read a story to me. | 1. Pupil performs requested action. |
| 2. (Lucy), get Roger a chair. | 2. Pupil performs requested action. |
| 3. (Gloria), give the boy a pencil. | 3. Pupil performs requested action. |
| 4. (Roger), show the class your picture. | 4. Pupil performs requested action. |
| 5. Mary, what did Mike do for me? | 5. He read you a story. |
| 6. Freda, what did Lucy and Gloria do for Roger? | 6. They got him a chair. |
| 7. John, what did Gloria do for the boys? | 7. She gave them a ball. |
| 8. Ethel, what did Roger do for us? | 8. He showed us his picture. |

Suggested Context(s):

Classroom (pupils' supplies)
Science (pets with names)
Math (geometric shapes and math supplies)
Music (rhythm band instruments)
Art

Suggested Vocabulary:

Pronouns - (See S.O. 135)

Suggested Resources and Materials:

Equipment for playing ball, jumping rope, etc.
Pictures showing completed actions
Teacher-prepared worksheet
See contexts and S.O. 135

Teaching Points:

1. Extension of the object form of a personal pronoun by pupil production.

2. Imperative Transformation
(See S.O. 135, T.P. 2)
$NP_1 + T + V_t + NP_2 + NP_3$

$NP_1 \longrightarrow$ Pron
Pron $\longrightarrow$ we, he, she, they
$T \longrightarrow$ past
$NP_2 \longrightarrow$ Det + N
$NP_3 \longrightarrow \left\{\begin{matrix} \text{to} \\ \text{for} \end{matrix}\right\} + \text{Pron}$

Indirect Object Transformation
$NP_1 + T + V_t + NP_2 + NP_3 \Longrightarrow$

$NP_1 \quad T + V_t + NP_3 + NP_2$

3.

| Pron | T + $V_t$ | Pron | Det | Noun |
|---|---|---|---|---|
| We | gave | her | a | doll |
| They | wrote | him | | letter |
| She | read | them | | story |
| He | showed | her | | book |
| | etc. | | | etc. |

4. Do not accept short answers in this objective. It is more natural to respond to the question with a shortened answer.

5. The situation should provide practice in use of all object forms of personal pronouns—me, us, you, him, her, it, them. Make certain that practice concentrates on the pronouns which cause the most difficulty for Navajo children—him, her, it, them, and us.

6. Note: In pupil response 5, 6, 7, & 8 the indirect object transformation is obligatory.

1. Me, Too!

Let pupils talk back to a puppet like this:

Puppet: I saw Bill at the dorm.
Pupil : I saw him at the dorm, too.
Puppet: I smelled a skunk last night.
Pupil : I smelled it last night, too.

This activity may be changed to parrot and a pupil.

2. Silent Commands (See S.O. 136)

Whisper a command in a pupil's ear. (e.g., Give Mike a kleenex.) After the child does the action, another child is selected to make a statement about what took place. (e.g., Roger gave Mike a kleenex.) Then the same child or a different one says the same thing substituting an object pronoun form. (e.g., Roger gave him a kleenex.)

3. Gossip Time

Write lists of words on the chalkboard or a chart of nouns, verbs, and adverbials which the children may use. The teacher makes a statement about two people (e.g., Bill gave Jean a ring.) Then pupils add other things that Bill did, using the pronoun "her". (e.g., Bill gave her a watch, too. Bill gave her some candy, too.) After 3 or 4 sentences the teacher should start new "gossip" by making a new statement (e.g., Roger took Mary to a movie.)

4. Grab Bag

Write on several slips of paper such statements as:

Bob gave Jack a ruler.
Sally bought a pop for Anne.
......

Put the slips in the grab bag. When a child pulls one out, he reads it. (Be sure to help the child if he cannot read it independently.) Then he reads it again substituting an object form of the pronoun. For example:

Bob gave him a ruler.
Sally bought a pop for her.

This may also be a composition activity.

5. Let's Write

Prepare a worksheet with several sentences, such as:

Mike gave Roger a ball.
Joe went to Gallup with his parents.
......

Direct the pupils to write the sentence, substituting an object pronoun form for the underlined word(s). With young children you should direct them with examples, not by explaining to them.

## STRUCTURAL OBJECTIVE 137 : Production of a statement followed by a sentence substituting object forms of personal pronouns for proper names used as objects.

Estimated Lessons: /2-3 /

| Teacher Cue: | Pupil Response: |
|---|---|
| Teacher sets up appropriate situation, gives examples, and says:<br>Now, let's talk in the same way. | 1. Lucy gave a pencil to Gloria.<br>Lucy gave a pencil to her.<br>2. Mike went to the store with Roger and John.<br>Mike went to the store with them. |

Suggested Context(s):

Classroom (supplies and materials)
Playground
School campus
Community (store, clinic, park, church, etc.)

Suggested Vocabulary:

| Transitive Verbs | Intransitive Verbs |
|---|---|
| gave | went |
| bought | ran |
| made | walked |
| brought | jumped |
| sold | hopped |
| took | |

Suggested Resources and Materials:

Classroom supplies
Signs with names of locations (See T.P. 5.)
Slips of paper with commands in grab bags
Lists of words (See activity 3.)
Teacher-prepared worksheets (See activities 4 & 5.)

Teaching Points:

1. Extension of the object forms of the personal pronouns by substituting the correct pronoun for a proper name. First production of an adverbial of accompaniment.

2. 1) $NP_1 + T + V_t + NP_2 + (NP_3) + (Adv_{pl})$

$$T \longrightarrow past$$

$$NP_3 \longrightarrow \begin{Bmatrix} to \\ for \end{Bmatrix} + Pron$$

2) $NP_1 + T + V_i + Adv_{pl} + Adv_{acc}$

$$T \longrightarrow past$$

$$Adv_{acc} \longrightarrow with + Pron$$

3.

| 1) $NP_1$ | $T + V_t$ | $NP_2$ | $(NP_3)$ | $(Adv_{pl})$ |
|---|---|---|---|---|
| Mike | bought | a pop | for Roger | — |
| Mike | bought | a pop | for him | — |
| I | saw | Lucy | — | at the dorm |
| I | saw | her | — | at the dorm |

| 2) $NP_1$ | $T + V_i$ | $Adv_{pl}$ | $Adv_{acc}$ |
|---|---|---|---|
| Lucy | walked | to the store | with her class |
| Lucy | walked | to the store | with them |
| Roger | ran | to the dorm | with Mike |
| Roger | ran | to the dorm | with him |
| etc. | etc. | etc. | etc. |

4. In pupil Response No. 1, the indirect object transformation may seem more natural, (i.e., Lucy gave Gloria/her a pencil). Accept either sentence as correct since the purpose of this S.O. is to teach the object forms of the personal pronouns.

5. In setting up the situation for Pupil Response No. 2, you can establish certain areas of the classroom to represent familiar places, such as, clinic, store, post office, Gallup, etc. Direct several pupils to go to certain places and then to return to their seats. Then the pupils may talk about where they went.

6. Use the simple past verb construction for the presentation phase of the lesson. The present progressive may be used for practice activities.

7. When using the simple past, make certain the action is completed before talking about it. In using the present progressive, action and speech must be simultaneous.

## SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 138

1. Gossip Time (See S.O. 137)

Conduct as explained in S.O. 137. Adapt to make the sentences fit this objective. (e.g., Jack went to a rodeo. Jill went with him.)

2. Action Play

Direct two pupils to do something. This may be done either orally or in writing. (e.g., Sam and Stan are told to stand by the door.) Then sentences can be given about what they are doing. (e.g., Sam is standing by the door. Stan is standing with him.) This is the present progressive verb construction. See S.O. 137, T.P. 6-7.

3. Television

Write a sentence on a TV scroll, followed by its sequenced sentence with an object pronoun form. (e.g., Mike bought a belt for Mr. Tom. Mike bought a hat for him, too.) Pictures which are pupil-drawn may be added. As the scroll is turned, the pupils read the sentences.

If the group is divided into teams, score may be kept and the winners rewarded.

4. Unscramble Us

Write the words of the sentences on large cards. For example,

(a) I gave Mike a bat .

(b) I gave him a ball too .

Divide the class into two teams. Give sentence (a) to team 1 and sentence (b) to team 2, making sure the words are scrambled. The teams race to see which one can make a correct sentence first. You may have the pupils hold the cards, one pupil for each card, or you may have them arrange the cards on the chalk tray.

5. Fill-in-the-Blank

Prepare a worksheet with many sentences, leaving a blank for the pronoun. (e.g., Mrs. Jones went to Albuquerque. Sally went with _____. I sent Mike a letter. I sent _____ a package, too.)

STRUCTURAL OBJECTIVE 138 : Production of a statement followed by a sequenced sentence with an object form of the personal pronoun.

Estimated Lessons: /1-2 /

| Teacher Cue: | Pupil Response: |
|---|---|
| Teacher sets up appropriate situation, gives examples, and says:<br>Now, let's talk in the same way. | 1. Lucy went to the clinic. Gloria went with her.<br>2. I gave a bat to Mike. I gave him a ball, too. |

Suggested Context(s):

Social Studies (school environment & local community)
Recreation (materials)
Classroom (pupils' supplies)
Math
Music (rhythm band instruments)

Suggested Vocabulary:

Pronouns (See S.O. 135)
Known vocabulary related to contexts
Pupils' names

Suggested Resources and Materials:

Classroom supplies
Signs with names of locations
Play television and scroll
Sentence strips
Teacher-prepared worksheet
Word cards (See activity 4.)

Teaching Points:

1. Extension of the objective form of the personal pronouns by their use in a sequenced sentence.

2.
$$\begin{array}{l} NP_1 + T + V_i + Adj_{pl} + Adv_{acc} \\ \quad T \longrightarrow Past \\ \quad Adv_{acc} \longrightarrow with + Pron \\ NP_1 + T + V_t + NP_2 + NP_3 \\ \quad T \longrightarrow Past \\ \quad NP_3 \longrightarrow \left\{ \begin{array}{l} to \\ for \end{array} \right\} + Pron \end{array}$$

3.

| 1) $NP_1$ | $T + V_i$ | $Adv_{pl}$ | $Adv_{acc}$ |
|---|---|---|---|
| Mike | went | to Gallup | — |
| Roger | went | — | with him |
| The girls | walked | home | — |
| I | walked | — | with them |

| 2) $NP_1$ | $T + V_t$ | $NP_2$ | $NP_3$ |
|---|---|---|---|
| Lucy | took | a book | to Mike |
| She | took | a picture | to him, too |
| The boys | bought | a belt | for Mr. Tom |
| They | bought | a hat | for him, too |

4. To insure comprehension of the simple past tense verb, make sure the actions are completed before talking about them.

5. In pupil response No. 2, the indirect object transformation may seem more natural. (e.g., I gave Mike a bat. I gave him a ball, too.) Accept either form as correct since the purpose of this S.O. is to teach the object forms of personal pronouns.

6. For setting up the situation for pupil response 1, see S.O. 137, T.P. 5.

7. See S.O. 137 T.P. 6, for use of present progressive.

# UNIT XVI: Quantifiers

S.O. 139: Recognition of count nouns with quantifiers used in a command.

S.O. 140: Recognition of "all" as a quantifier used in a command.

S.O. 141: Production of a short answer using count nouns with quantifiers in response to a "what" question.

S.O. 142: Production of a short answer using count nouns with quantifiers in response to an "or" question.

S.O. 143: Production of an "or" question using count nouns with quantifiers.

Pacing:

Lessons: 10 - 18

Weeks: 2 (Maximum)

Related Texts:

American English Series

Book 3: Unit 14

# SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 139

## 1. Loading the Van

Collect and display a variety of items in sets of more than one. (See T.P. 5.) Use a large cardboard box to make a moving van or let the pupils pretend the box is a van. The children in the group are the "workers" and the teacher is the "loader." As the teacher gives a command, the "workers" bring the teacher what is requested. For example:

Bring me a box of books.
Bring me two jars of paste.
Bring me a ruler.

As the children bring the requested items, the items are put in the van.

## 2. Trading Post

Set up a store with a variety of food items (e.g., bags of oranges, apples, and potatoes, boxes of cookies, cartons of eggs, cans of beans, peas, and carrots, jars of pickles, etc.) Be sure all items of food are count nouns. Let pupils take turns being "workers" in the trading post. The teacher and/or teacher aide play the part of customers who go to buy. As they ask for an item, the "worker" gives it to them. For example:

Give me a banana.
Give me a bag of apples.
Give me three cans of beans.

## 3. Circle It!

Prepare a worksheet with pictures of items (e.g., jars of paste, boxes of crayons, boxes of pencils, etc.) Give pupils commands telling them to "circle", "underline", or "cross out" certain items. For example:

Circle a pear.
Cross out three apples.
Underline two boxes of crayons.
Circle a basket of flowers.

The worksheet may be used two times, once with oral commands and once with written commands.

## 4. Reading Chart Story

Write the following story on a chart or worksheet. Use the story for oral and silent reading and oral and written comprehension questions. Also, the story may be used for pupils to write and fill-in-the-blanks. For examples, pupils may fill in names of people and what the children want.

### Mother and Father Go To The Store

It is Saturday. Mother and Father are going to the store. Bob, Mark, and Jean are not going with Mother and Father. Bob said, "Dad, bring me two bags of marbles." Mark said, "Bring me a book." Jean said, "Bring me a box of crayons." Father said, "We are going to bring you a surprise".

## 5. Written Requests

Prepare a worksheet related to a large variety of items on display in the room. The pupils write five or more commands related to the items. For example:

Give me ______________________________.
Give me ______________________________.
______________________________________.
______________________________________.
______________________________________.

After the pupils have written their sentences, they read one of them aloud. Another pupil is selected to give the pupil what is requested.

**STRUCTURAL OBJECTIVE** 139 : Recognition of count nouns with quantifiers used in a command.

Estimated Lessons: /1-3 /

| Teacher Cue: | Pupil Response: (Non-Verbal) |
|---|---|
| Teacher sets up appropriate situation, gives examples, and says: | |
| 1. Bring me a pencil.<br>Bring me three pencils. | 1. Pupil performs requested actions. |
| 2. Bring me a box of pencils.<br>Bring me two boxes of pencils. | 2. Pupil performs requested actions. |

Suggested Context(s):

Classroom (supplies)
Art
Math
Health (foods)
Social Studies (trading post or store)

Vocabulary:

Verbs:
- give
- bring
- point to

For reading & writing activities:
- circle
- underline
- cross out

Quantifiers:
- cardinal numbers
- a box of
- a can of
- a sack/bag of
- a basket of
- a jar of
- a bowl of

Suggested Resources and Materials:

Classroom items and supplies
Art supplies
Items of food, both in and out of containers
Chart with story (See activity 3.)
Teacher-prepared worksheet

Teaching Points:

1. Extension of the determiner system by quantifiers. Review of cardinal numbers as quantifiers. Introduction of predeterminers as quantifiers.

2. Imperative Transformation

$$\text{You} + \text{will} + V_t + (NP_3) + NP_2 \Longrightarrow$$
$$V_t + (NP_3) + NP_2$$
$$NP_2 \longrightarrow \text{Det} + N_{count}$$
$$\text{Det} \longrightarrow (\text{Predet}) + \begin{Bmatrix}\text{Art}\\ \text{Number}\end{Bmatrix}$$
$$\text{Art} \longrightarrow \begin{Bmatrix}a/an\\ \emptyset\end{Bmatrix}$$
$$\text{Predet} \longrightarrow \begin{Bmatrix}a/an\\ \text{number}\end{Bmatrix} + N_{count} + \text{of}$$

3.

| $V_t$ | $(NP_3)$ | (Predet) | Det | $N_{count}$ |
|---|---|---|---|---|
| give | Roger | a bag of | $\emptyset$ | apples |
| bring | me | — | five | blocks |
| point to | — | a basket of | $\emptyset$ | flowers |
| | etc. | | | etc. |

4. Limitations:
   1) verbs listed under vocabulary
   2) quantifiers listed under vocabulary
   3) singular & plural count nouns

5. In setting up the appropriate situation, display a wide variety of items in sets or containers of more than one in order to accurately use "a".

6. Present commands in No. 1 first, then No. 2. Afterward, randomize commands to elicit a vareity of responses.

7. In this objective the count noun in the predeterminer is a container. See list of quantifiers under Vocabulary.

## SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 140

1. Picture Painting

Collect several pictures which have familiar "things" in sets of more than one. Give commands to the pupils about pointing to items named. For example:

Point to a bird.
Point to two flowers.
Point to all the boys.

You may use the verb "show" in place of "point to", however, the pupil will indicate by pointing. For example:

Show me all the trees.
Show me two cars.

2. Murals

Direct a small group of children in drawing a mural. (e.g., zoo, farm, circus, rodeo, etc.) The completed mural may be used as explained in activity No. 1.

The following activities in S.O. 139 may be adapted for this objective. Be sure to use the quantifier "all".

3. Loading The Van

4. Trading Post

5. Circle It!

6. Written Requests

7. Read and Do

Collect a large variety of familiar items in sets of more than one. Prepare a "command booklet" which contains from 20-30 pages and a written command on each page. (e.g., Give Mike all the marbles. Give Fred two pencils. etc.) Select a pupil, have him come to the front of the group, and direct him as follows:

T: Turn to page 18. Read the command.
P: (Reads command aloud.)
T: Do it.
P: (Does what command says.)

STRUCTURAL OBJECTIVE 140 : Recognition of "all" as a quantifier used in a command.

Estimated Lessons: /1-2 /

| Teacher Cue: | Pupil Response: (Non-Verbal) |
|---|---|
| Teacher sets up appropriate situation, gives examples, and says: | |
| 1. Bring me all the books. | 1. Pupil performs requested action. |
| 2. Bring me a book.<br>Bring me four books. | 2. Pupil performs requested actions. |

Suggested Context(s):

Classroom (supplies)
Art
Music
Health (foods)
Social Studies (store, trading post)

Suggested Vocabulary:

| Verbs: | Quantifiers: |
|---|---|
| give | cardinal numbers |
| bring | all |
| point | |

For reading and writing activities:
circle
cross out
underline

Suggested Resources and Materials:
Mural or pictures (See activity 2.)
Classroom items and supplies
Art supplies
Items of food, both in and out of containers
Toys
Booklet with commands

Teaching Points:

1. Extension of quantifiers by the predeterminer "all". Use of a contrast situation as a teaching strategy to contrast "all" with "a" and a number.

2. Imperative Transformation

$$\text{You} + \text{will} + V_t + (NP_3) + NP_2 \longrightarrow$$

$$V_t + (NP_3) + NP_2$$

$$NP_2 \longrightarrow \text{Det} + N_{count}$$

$$\text{Det} \longrightarrow (\text{Predet}) + \left\{\begin{matrix}\text{Art}\\ \text{Number}\end{matrix}\right\}$$

$$\text{Art} \longrightarrow \text{a/an}$$

$$\text{Predet} \longrightarrow \text{all}$$

| 3. $V_t$ | ($NP_3$) | (Predet) | Art | $N_{count}$ |
|---|---|---|---|---|
| give | Lucy | all | the | marbles |
| point to | — | — | a | banana |
| bring | me | — | six | cookies |
| | etc. | | etc. | etc. |

4. Limitations:
   1) verbs listed under vocabulary
   2) quantifiers listed under vocabulary
   3) singular and plural count nouns

5. In setting up the appropriate situation display a wide variety of items in sets of more than one in order to accurately use "a".

6. Present command No. 1 with "all" first and then contrast with the commands in No. 2.

### 1. Bingo Show

Prepare a bingo-type card with 25 pictures of familiar items (food, art supplies, etc.) Some examples would be: an apple, three apples, a box of crayons, two boxes of crayons, etc. The card should be duplicated so that each pupil may have one and/or a large card can be made and put on the wall. When a number is drawn (e.g., N-12), the teacher asks, "What do you see?" A pupil is called on to answer.

### 2. Peep Box

Prepare a "peep box". Collect a variety of items which can be placed in the box. Select a pupil to take a "peek". Place in the box one of the items while the pupil has his back turned. As the pupil "peeks", ask him the question, "What do you see?" He then gives the answer. The rest of the pupils evaluate his answer.

### 3. Grab Bag, Grocery Bag

Put inside a large grocery bag a variety of food items (e.g., apples, bananas, oranges, cans of peas, beans, etc., boxes of cookies, crackers, etc.) A pupil is selected to pull an item or items from the bag. If he pulls out more than one, he must choose identical items. The teacher then asks, "What do you have?" If there are only two apples in the bag and the pupil knows it, he may answer, "All the apples."

### 4. Reading Chart Story

Write the following story on a chart or worksheet. The story may be used for oral or silent reading and for oral or written comprehension questions.

#### Grocery Bag

Father put a brown bag in the kitchen. Mike looked in the big bag. Lucy asked, "What do you see, Mike?" He answered, "A sack of carrots." Lucy looked in the bag, too. Mike asked, "What do you see?" Lucy said, "Two cans of peas." Mike looked in the bag again. Mother saw him and said, "What do you see?" He said, "A cake, a jar of pickles, two boxes of cookies, and ten hot dogs." Mother said, "Let's cook dinner now!"

This story would be an excellent one for dramatization. Also, the items of food may be changed to meet the needs of your class.

### 5. Choose and Write

Collect a large variety of items and display on a table. Select a pupil to come up, choose one or more items of the same set, and return to his seat. Then ask him the question, "What do you have?" The pupil writes his answer on paper. Several pupils may come up at a time.

For faster pupils, tell them to select items from two or three different sets. For example, a pupil may choose all the pencils, a box of crayons, and three erasers. He writes his answer in a series.

## STRUCTURAL OBJECTIVE 141: Production of a short answer using count nouns with quantifiers in response to a "what" question.

Estimated Lessons: 2-4

| Teacher Cue: | Pupil Response: |
|---|---|
| Teacher sets up appropriate situation, gives examples, and asks:<br>1. What do you see?<br>2. What do you have? | An orange.<br>Five potatoes.<br>All the apples.<br>A can of beans.<br>Two boxes of crackers. |

Suggested Context(s):

1. Classroom (supplies)
2. Art
3. Health (foods)
4. Social Studies (store, trading post)

Vocabulary:

Quantifiers:
- all
- a box of
- a can of
- a sack/bag of
- a basket of
- a jar of
- a bowl of
- cardinal numbers

Suggested Resources and Materials:

- Art supplies
- Toys
- Classroom items
- Items of food, both in and out of containers
- Bingo cards (See activity 1.)
- Items for peep box
- Grocery sack(s)

**Teaching Points:**

1. Extension of quantifiers by pupil production of quantifying expressions in a contrast situation. Introduction of the verb "have".

2. 
$$\begin{aligned}
&NP_2 \longrightarrow Det + N_{count}\\
&Det \longrightarrow (Predet) + \left\{\begin{matrix} Art \\ Number \end{matrix}\right\}\\
&Predet \longrightarrow \left\{\begin{matrix} all \\ \left\{\begin{matrix} a/an \\ number \end{matrix}\right\} \end{matrix}\right\} + N_{count} + of\\
&Art \longrightarrow a/an
\end{aligned}$$

3.

| (Predet) | Art | $N_{count}$ |
|---|---|---|
| — | a | ruler |
| — | three | pencils |
| all | the | brushes |
| a box of | 0 | erasers |
| six boxes of | 0 | crayons |
| | | etc. |

4. Limitations:
   1) verbs "see" and "have"
   2) quantifiers listed under vocabulary
   3) singular and plural count nouns

5. In setting up the appropriate situation, display a wide variety of items in sets or containers of more than one in order to accurately use "a".

6. In this objective the count noun in the predeterminer is a container. See list of quantifiers under Vocabulary.

7. In teaching the concept of "have", make certain the pupils' are in possession of the things they talk about.

## SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 142

1. Guess What

Display a variety of familiar items in ten pairs (e.g., three rulers and box of chalk, a jar of paste and two pencils, etc.) Write the numerals 1-10 on small card and place beside each pair. Pupil 1 comes to the table. Teacher turns her back. Pupil 1 chooses one of the items in No. 1. Teacher asks, "Do you have _____ or _____?" The pupil responds appropriately.

In order to elicit "neither", group the items in sets of three or four instead of in pairs.

2. Peep Box (See S.O. 141)

Adapt this activity for this objective. Start with pairs of items. Turn your back and have a pupil or the teacher aide put one of the items in the peep box. The pupil selected to answer looks in the box and, as he is looking the teacher asks the question. The pupil responds appropriately. To elicit "neither", use a set of three or four items.

3. Grab Bag Reading

Prepare numerous slips of paper with answers used in activities 1, 2, and 4. (e.g., A box of crayons. Two boxes of chalk. Five pencils. etc.) Prepare several slips which say "Neither." Put all slips in a bag, shake them up, and let a pupil draw one out. After you have read it, ask an "or" question involving his answer. If the child has "neither", ask about any two things you wish, and the pupil responds with the answer he has on the slip.

4. Needs New Glasses

Collect a variety of familiar items. (You may use the ones collected for Activity 1.) Make a pair

of huge or strange-looking glasses to wear. Pretend that you can't see well and need new glasses. Direct each pupil in the group to come and select an item or items from the display. Then ask each pupil the question, "Do you have _____ or _____?" The pupil responds appropriately. Ask the question in such a way that the pupils will have to say "Neither (one)" occasionally.

5. Choose and Write (See S.O. 141)

Adapt this activity to fit this objective.

**STRUCTURAL OBJECTIVE** 142 : Production of a short answer using count nouns with quantifiers in response to an "or" question.

Estimated Lessons: /3-4 /

| Teacher Cue: | Pupil Response: |
|---|---|
| Teacher sets up appropriate situation, gives examples, and asks: | |
| 1. Do you have two flowers or a basket of flowers? | 1. Two flowers.<br>A basket of flowers. |
| 2. Do you have a pencil or a box of crayons? | 2. Neither (one).<br>A pencil. |

Suggested Context(s):

Classroom (supplies)
Art
Music
Health (foods)
Social Studies (trading post, store)

Suggested Vocabulary:

| Verbs: | Quantifiers: |
|---|---|
| have | cardinal numbers |
| see | a box of |
| | a can of |
| | a sack/bag of |
| | a basket of |
| | a jar of |
| | a bowl of |

Suggested Resources and Materials:

Classroom items
Art supplies
Items of food
Slips of papers (See activity 3.)
Toys
Teacher-prepared worksheet

Teaching Points:

1. Extension of quantifiers by pupil production of quantifying expressions. Introduction of "neither" as a quantifier.

2. 1)

$$\begin{aligned} NP_2 &\longrightarrow Det + N_{count} \\ Det &\longrightarrow (Predet) + \begin{Bmatrix} Art \\ Number \end{Bmatrix} \\ Predet &\longrightarrow \left\{ \begin{matrix} all \\ \begin{Bmatrix} a,\ an \\ number \end{Bmatrix} + N_{count} + of \end{matrix} \right\} \\ Art &\longrightarrow a/an \end{aligned}$$

2)

$$\begin{aligned} NP_2 &\longrightarrow Det + (N_{count}) \\ Det &\longrightarrow neither \\ N_{count} &\longrightarrow one \end{aligned}$$

3.

| 1) (Predet) | Art | $N_{count}$ | 2) Det | $N_{count}$ |
|---|---|---|---|---|
| a — of | an | eraser | neither | one |
| a box of | ∅ | crayons | | |
| — | four | oranges | | |
| | | etc. | | |

4. Limitations:
   1) verbs "have" and "see"
   2) quantifiers listed under vocabulary
   3) singular and plural count nouns

5. In setting up the appropriate situation:
   1) For Pupil Response No. 1, use only two items and have the pupil select one.
   2) For Pupil Response No. 2, use more than two items and have the pupil select one in order to elicit the response "Neither (one)."

6. Be sure to set up the situation so that the answer is not obvious to the questioner. For example, in Pupil Response No. 2 display four or five items, turn your back to the pupil, have the pupil choose one, and then ask the question.

## SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 143

The following activities in S.O. 142 may be adapted to fit this objective. Give all pupils opportunity to ask the question.

1. Guess What

2. Peep Box

3. Grab Bag Reading

4. Needs New Glasses

5. Reading Chart Story

Write the following story on a chart or worksheet. The story may be used for oral or silent reading and for oral or written comprehension questions.

### Recess

The class was getting ready for recess. The teacher asked, "Ron, do you have a sack of marbles or a baseball?" Ron answered, "A sack of marbles." The teacher asked, "Mary, do you have a jump rope or a bag of jacks?" Mary said, "A bag of jacks." The teacher asked David, "Do you have two basketballs or two kickballs?" David answered, "Two kickballs." The teacher said, "Let's go!"

## STRUCTURAL OBJECTIVE 143 : Production of an "or" question using count nouns with quantifiers.

Estimated Lessons: /3-5 /

| Teacher Cue: | Pupil Response: |
|---|---|
| Teacher sets up appropriate situation, gives examples, and has pupil partners engage in similar dialog. | Dialog 1<br>P1: Do you have an apple or a bag of oranges?<br>P2: A bag of oranges.<br><br>Dialog 2<br>P1: Do you have a block or a box of sticks?<br>P2: Neither (one).<br><br>Dialog 3<br>P1: Do you have a ball or all the balls?<br>P2: All the balls. |

Suggested Context(s):

Recreation
Art
Health (foods)
Social Studies (trading post or store)
Classroom (supplies)

Suggested Vocabulary:

Verbs:
have
see

Known quantifiers used in this Unit

Suggested Resources and Materials:

Art supplies
Items of food
Toys
Chart with story (See activity 3.)
Classroom items or supplies
Teacher-prepared worksheet

Teaching Points:

1. First production of "or" question. Extension of quantifiers.

2. $NP_1 + T + V_t + NP_2$

Yes/No Question Transformation

$$NP_1 + T + V_t + NP_2 \longrightarrow T + NP_1 + V_t + NP_2$$

Or Transformation

$$T + NP_1 + V_t + \begin{Bmatrix} NP_2 \\ NP_2 \end{Bmatrix} \longrightarrow$$

$$T + NP_1 + V_t + NP_2 + or + NP_2$$

3.

| T | $NP_1$ | Verb | NP2 | Conj | $NP_2$ |
|---|---|---|---|---|---|
| 1) Do | you | have | a ball | or | a bag of jacks |
| 2) | | | a cookie | | a box of crackers |
| 3) | | | two crayons | | all the crayons |

| Predet | Det | Noun |
|---|---|---|
| 1) a bag of | ∅ | jacks |
| 2) — | neither | one |
| 3) all | the | crayons |

4. In this objective do not use the indirect question to cue pupil dialog. Use examples only.

5. Randomize the situations to elicit all the quantifiers introduced in this unit.

## UNIT XVII: Mass Nouns

S.O. 144: Production of a short answer using a mass noun in response to a "what" question.

S.O. 145: Production of a short answer contrasting a count noun, a mass noun, and a mass noun with a quantifier in response to a "what" question.

S.O. 146: Production of a short answer using mass nouns and with singular and plural quantifiers in response to a "what" questions.

S.O. 147: Production of a short answer using mass nouns with quantifiers in response to a "what" question.

S.O. 148: Production of contrasting short answers using mass and count nouns with quantifiers in response to a "what" question.

S.O. 149: Production of a short answer using the quantifiers "a piece of" and "a slice of" in response to a "what" question.

S.O. 150: Production of a short answer contrasting count nouns and mass nouns with quantifiers in response to a "what" question.

S.O. 151: Production of a short answer using count nouns in response to sequenced "what" questions.

S.O. 152: Production of a short answer using mass nouns in response to sequenced "what" questions.

S.O. 153: Production of a short answer with the determiner "a" or "some" in response to sequenced "what" questions.

S.O. 154: Production of a short answer contrasting count nouns, mass nouns, and mass nouns with quantifiers in response to "what" questions.

S.O. 155: Production of a statement using mass and count nouns as the direct object of the verb "have".

Pacing:

Lessons: 22 - 40
Weeks: 4 (Maximum)

Related Text:

American English Series:
Book Two: Units 39 & 40
Book Three: Unit 14

1. Sing-a-Long

Place a number of mass noun items, not in their containers, on a table. Draw three squares on the floor beside the table. Direct the pupils to stand in a circle around the table, with a pupil standing in each of the three squares. Sing a familiar song (e.g., "Here We Go 'Round the Mulberry Bush"). As the children sing, they march around the table. When the song is ended, the pupils standing in the squares are asked questions about the items on the table. Then, sing again.

2. Taste It! Feel It!

Collect a number of mass noun items which can be identified by taste or touch. Blindfold a pupil and have him to taste or feel an item(s). Then ask the question of this objective and let the pupil respond.

3. Concentration

Prepare a set of paired picture cards of mass noun items not in their usual containers: (e.g., a pile of sand, a pile of gravel, a pile of salt, etc.) You will need from 10-12 different items making 20-24 cards. Shuffle the cards and place them face down on a table. When a pupil turns one card over, ask the question, "What's this?" Then the pupil selects another card and turns it over. Ask the question again. If the two cards match, the pupil keeps them and plays again. If the cards do not match, a second pupil gets a turn. The game continues until all cards have been matched. Two to six pupils can play at a time.

4. Experience Activity

Conduct a cooking activity with a group of children As you prepare the various ingredients, ask about the various mass noun items.

5. Grab Bag

Write the names of mass noun items on slips of paper and place in a paper sack. (The slips may be pupil-prepared with pictures and the words written beside the drawings.) When a child draws out a slip, he reads it and responds to the question of this objective.

6. Let's Write

Use the game "Concentration" or an adaptation of it to give pupils practice in writing the answers to the question in this objective. As the game is played, let the pupils write the answers in place of and/or in addition to giving oral answers.

STRUCTURAL OBJECTIVE 144: Production of a short answer using a mass noun in response to a "what" question.

Estimated Lessons: /1-2/

| Teacher Cue: | Pupil Response: |
|---|---|
| Teacher sets up appropriate situation, gives examples, and asks:<br>What's this? | { Sugar.<br>Paste.<br>Water. } |

Suggested Context(s):

Health (foods)
Art
Science
Social Studies (store, trading post)

Vocabulary:

Foods: sugar, flour, salt, butter, peanut butter, honey, syrup, jam, cereal, juice, coffee, tea, cocoa, water.

Art Supplies: paste, glue, paint

Building Supplies: sand, gravel, cement, water

Suggested Resources and Materials:

Items of food (See Vocabulary)
Art supplies (See Vocabulary)
Building supplies (See Vocabulary)

Teaching Points:

1. **First production of mass nouns. The purpose of this S.O. is to identify items which are mass and not countable.** (See S.O. 20 in Book 1 for the "what" question with count nouns.)

2. NP ⟶ Det + N mass
   Det ⟶ Art
   Art ⟶ ∅

3.

| Art | N mass |
|---|---|
| ∅ | cereal |
| | juice |
| | sand |
| | etc. |

4. In setting up the appropriate situation, remove the item from its usual container. That is, pour some sugar on a plate or tray before asking the question.

5. In this objective do not use quantifiers, such as, "a jar of", "a sack of", etc.

6. Be alert to probable errors of substituting the determiner "a" for "∅" with mass nouns. (e.g., *"a water", *"a sugar", *"a paste".)

7. If pupils use the determiner "some", accept as correct. "Some" will be introduced in S.O. 147.

8. This objective may be extended by pupil production of the question.

## SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 145

1. Magic Show

Hold up a container (e.g., a bowl) and ask, "What's this?" Put it under a magician's cloth and conceal it from view. Next, hold up a mass noun item (e.g., cereal) not in its container and ask "What's this?" Put it under a magician's cloth and conceal it from view placing it in the container. Then hold up the item in its container (e.g., a bowl of cereal) under the magician's cloth, utter some magic words, pull the cloth off with a flourish, and ask, "What's this?"

2. Television

Make a toy television set from a cardboard box. Prepare a scroll with wrapping paper and broomsticks. On the scroll draw several series of pictures suggested by this objective. (e.g., a cup, a pile of flour, a cup of flour) As the TV scroll is turned, ask the questions of this objective.

3. Spin The Bottle

Prepare several series of picture flashcards suggested by this objective. (e.g., a glass, milk, a glass of milk) Sit pupils in a circle. Spin a pop bottle to select a pupil to answer the question. Hold up a flashcard and ask, "What's this?" The pupil responds. Be sure the pictures are held up in sequence as suggested in the pupil response.

4. Sing-a-Long (See S.O. 144)

Collect mass noun items and place on a table, in and out of containers. Set up as explained in S.O. 144. After a song is sung, the three children standing on the squares are asked the sequenced questions of this objective.

5. Let's Read!

Prepare several cards with answers to the sequenced questions in this objective. For example:

A glass.
Juice.
A glass of juice.

A box.
Salt
A box of salt.

Shuffle the cards and put them face down on a table. Have a pupil pick up the top card. Point to the first line and ask, "What's this?" Do the same for the other two lines. Pictures may be added to go with the words.

6. Let's Write

Use activities 1, 2, or 3 as a writing activity. Instead of pupils giving oral answers, they write answers on paper. Be certain, however, that they practice orally all the activities before requiring them to write.

**STRUCTURAL OBJECTIVE** 145 : Production of a short answer contrasting a count noun, a mass noun, and a mass noun with a quantifier in response to a "what" question.

Estimated Lessons: /2-4 /

| Teacher Cue: | Pupil Response: |
|---|---|
| Teacher sets up appropriate situation, gives examples, and asks: | |
| 1. What's this? | 1. A bowl. |
| 2. What's this? | 2. Cereal. |
| 3. What's this? | 3. A bowl of cereal. |

Context(s):

Health (foods)
Social Studies (trading post)

Vocabulary:

| | |
|---|---|
| Count nouns: | bowl, cup, jar, can, bottle, box, dish, sack, bag, carton, glass |
| Mass Nouns: | cereal, sugar, flour, peanut butter, honey, syrup, juice, water, pop, milk, (liquid & dry), ketchup, salt, punch, coffee, tea, cocoa, oil |

Suggested Resources and Materials:

Items of food and containers (See Vocabulary)
Items for magic show

Teaching Points:

1. Use of a contrast situation as a teaching strategy to establish "Ø" as the determiner of a mass noun in contrast to "a" as a determiner of a singular count noun and a mass noun with a singular quantifier.

2. 1) NP $\longrightarrow$ Det + $N_{count}$
Det $\longrightarrow$ Art
Art $\longrightarrow$ a

2) NP $\longrightarrow$ Det + $N_{mass}$
Det $\longrightarrow$ Art
Art $\longrightarrow$ Ø

3) NP $\longrightarrow$ Det + $N_{mass}$
Det $\longrightarrow$ Predet + Art
Art $\longrightarrow$ Ø
Predet $\longrightarrow$ a + $N_{count}$ + of

| 3. Predet | Art | $N_{mass}$ |
|---|---|---|
| 1) — | a | glass |
| — | a | sack |
| 2) — | Ø | juice |
| — | Ø | sugar |
| 3) a cup of | Ø | cocoa |
| a jar of | Ø | paste |
| | | etc. |

4. Limitations:
   1) The nouns of the predeterminer are containers as given under vocabulary.
   2) Mass nouns, as given in vocabulary.

5. The appropriate situation in this objective must be set up to elicit the responses in sequence as given in the pupil response box.

6. Avoid the quantifiers "a piece of" and "a slice of" since they are not containers. They will be presented in a later objective.

1. Art Fun

In an art period direct pupils to draw pictures of the items suggested in this objective (e.g., pop, a bottle of pop, bottles of pop; flour, a bag of flour, bags of flour; etc.) Use the pictures in the series of 3 to ask the questions in this S.O. (See Teaching Point 4.)

2. Television (See S.O. 145)

Use the television made for S.O. 145. Prepare a new scroll for it with pictures in a series of 3 suggested in the pupil response. The pictures may be pupil- or teacher-drawn or cut from magazines. As the TV scroll is turned, ask the questions of this objective.

3. Spin The Bottle (See S.O. 145)

Adapt this activity to fit this S.O. Flashcards will need to be prepared to go with this objective.

4. Sing-a-Long (See S.O. 144)

Collect mass noun items and place on a table, in and out of containers (e.g., flour, a cup of flour, cups of flour, etc.) Set up and conduct as esplained in S.O. 144. After a song is sung, the three children standing on the squares are asked the sequenced questions of this objective.

5. Let's Read (See S.O. 145)

Conduct as explained in S.O. 145. You will need to prepare new cards to fit this objective. For example:

Cocoa.
A cup of cocoa.
Cups of cocoa.

Milk
A carton of milk.
Cartons of milk.

6. Let's Write

Use activities 1, 2, or 3 as a writing activity. Instead of pupils giving oral answers, they write answers on paper. Be certain however, that the pupils practice orally all the activities before requiring them to write.

STRUCTURAL OBJECTIVE 146 : Production of a short answer using mass nouns and with singular and plural quantifiers in response to a "what" question.

Estimated Lessons: /2-4 /

| Teacher Cue: | Pupil Response: |
|---|---|
| Teacher sets up appropriate situation, gives examples, and says: | |
| 1. What's this? | 1. Sugar. |
| 2. What's this? | 2. A bowl of sugar. |
| 3. What are these? | 3. Bowls of sugar. |

Suggested Context(s):

Social Studies (store, trading post)
Health (foods)
Science

Vocabulary:

Predeterminers: a bowl of, a cup of, a jar of, a can of, a bottle of, a box of, a dish of, a sack of, a bag of, a glass of, a carton of

Mass nouns: cereal, sugar, flour, peanut butter, honey, syrup, punch, juice, water, pop, milk, ketchup, salt, coffee, tea, cocoa

Suggested Resources and Materials:

Items of food and containers (See Vocabulary)
Flash cards
Play television and scroll (See Activity 2.)
Magazines
Blindfold

Teaching Points:

1. Extension of mass nouns by plural quantifiers.

2. 1) NP → Det + $N_{mass}$
Det → Art
Art → Ø

2 & 3) NP → Det + $N_{mass}$
Det → Predet + Art

$$\text{Predet} \rightarrow \left\{\begin{array}{l} a + N_{count} + of \\ Ø + N_{count} + Z_2 + of \end{array}\right\}$$

Art → Ø

| 3. Predet | Art | $N_{mass}$ |
|---|---|---|
| 1) — | Ø | water |
| — | Ø | sand |
| 2) a sack of | Ø | flour |
| a bottle of | Ø | ketchup |
| 3) jars of | Ø | honey |
| cartons of | Ø | milk |
| etc. | | etc. |

4. Setting up an appropriate situation requires an activity such as:
T: Pours some sugar on a table and asks: What's this?
P: Sugar.
T: Pours some sugar in a bowl and asks: What's this?
P: A bowl of sugar.
T: Pours some sugar in several bowls and asks: What are these?
P: Bowls of sugar.

5. Limit vocabulary in this objective to that listed under suggested vocabulary.

## SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 147

1. Kitchen Cupboard

Set up a kitchen cupboard situation (real or pretend) with various items suggested in Vocabulary. Ask individual pupils about the cupboard, "What do you see in the cupboard?" Pupils respond with appropriate answer(s).

2. What Do You Have

Collect a variety of mass noun items in appropriate containers. Have pupils put their heads down on their desks/tables and place items in front of them. The two questions of this objective can be asked about the various items.

A variation of this activity could be the use of picture flashcards instead of the real items. The class can be divided into two or more teams and score can be kept of correct responses.

3. Matching Game

Place a large variety of mass noun items in appropriate containers on a table. Prepare labels for all the items displayed. Have the children match the labels with the items.

4. Hot Cakes (Writing Activity)

Write on a chart or the chalkboard a recipe for making hot cakes. (Any recipe may be used.) Prepare a worksheet related to the recipe and the ingredients needed. For example:

We are making hot cakes.

1. What do you need?

_____ _____ _____ flour

_____ _____ _____ milk

_____ _____ _____ baking powder

_____ _____ _____ salt

......

STRUCTURAL OBJECTIVE 147 : Production of a short answer using mass nouns with quantifiers in response to a "what" question.

Estimated Lessons: /2-3 /

| Teacher Cue: | Pupil Response: |
|---|---|
| Teacher sets up appropriate situation, gives examples, and asks: | |
| 1. What do you see (in my hand)? | 1. A cup of water. |
| 2. What does Mike have (on his desk)? | 2. Jars of coffee. |

Suggested Context(s):

Health (foods)
Social Studies (store, trading post)
Art
Science

Vocabulary:

| | |
|---|---|
| Count Nouns: | bowl, cup, jar, can, bottle, box, dish, sack, bag, carton, glass |
| Mass Nouns: | cereal, sugar, flour, peanut butter, butter, honey, syrup, punch, juice, pop, water, milk, ketchup, salt, coffee, tea, cocoa, sand, gravel, cement, paste, glue, paint |

Suggested Resources and Materials:

Items of food and containers (See Vocabulary)
Labels for mass noun items
Worksheet on "hot cakes" (See activity 4.)

Teaching Points:

1. Extension of mass nouns by using them as direct objects of the transitive verbs "see" and "have".

2.
$$NP_2 \longrightarrow Det + N_{mass}$$
$$Det \longrightarrow Predet + Art$$
$$Predet \longrightarrow \begin{Bmatrix} a + N_{count} + of \\ \emptyset + N_{count} + Z_2 + of \end{Bmatrix}$$

3.

| Predet | Art | N mass |
|---|---|---|
| 1) a glass of | ∅ | juice |
| a box of | ∅ | cereal |
| 2) ∅ sacks of | ∅ | candy |
| ∅ cups of | ∅ | milk |
| etc. | | etc. |

4. Limitations:
   1) Verbs "see" and "have" since they belong to a set of verbs which can be used in the simple present without time indicators.
   2) Mass nouns previously introduced in this unit.

5. The subject pronoun is limited to "you" with the verb "see". The subject with the verb "have" is not limited.

6. Focus the pupils' visual field by the situation and/or using an adverbial of place in the question. Limit prepositions in adverbials to those in Unit XI, S.O. 87 - 100.

7. Mass nouns do not have a plural form. Watch for such errors as *"a water", *"a cereals", *"a paste", etc.

## SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 148

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1. Kitchen Cupboard (See S.O. 147)

Conduct as explained in objective 147. Make certain that you have pairs of items (mass and count) as listed under Vocabulary.

2. What Do You Have (See S.O. 147)

Conduct as explained in objective 147. Make certain that you have pairs of items as listed under Vocabulary.

3. Matching Game (See S.O. 147)

Conduct as explained in objective 147. Make certain that you have pairs of items as listed under Vocabulary.

4. Let's Write

Prepare a worksheet on which pupils will write answers to the question, "What do you see on the table?" Use the same items as in Activity 3. As you ask the question, place one item on the table. The pupils write the answer. Ask at least 5-8 questions. A sample worksheet might look like this:

1. a can _______ _______
2. a _______ _______ _______
3. _______ cup of _______
4. _______ cup _____ _______
5. _______ _______ of cereal
6. _______ bowl _______ _______

......

**STRUCTURAL OBJECTIVE** 148 : Production of contrasting short answers using mass and count nouns with quantifiers in response to a "what" question.

Estimated Lessons: /2-4 /

| Teacher Cue: | Pupil Response: |
|---|---|
| Teacher sets up appropriate situation, gives examples, and says: | |
| 1. What do you see (on this table)? | 1. A can of juice.<br>A can of peas. |
| 2. What does Mike have (on his desk)? | 2. Two boxes of chalk.<br>Two boxes of crayons. |

Suggested Context(s):

Classroom (supplies)
Health (foods)
Social Studies (store, trading post)
Art

Vocabulary:

Count and Mass Nouns:
Use those which can be quantified by identical containers. For example:

a bowl of cereal/apples
a can of pop/beans
a carton of milk/eggs
a jar of peanut butter/pickles
a cup of sugar/nuts
a box of salt/crackers

Suggested Resources and Materials:

Items of food and containers (See Vocabulary)
Labels for mass noun items
Chart with poem (See activity 3.)

Teaching Points:

1. Use of a contrast situation as a teaching strategy to contrast mass nouns with quantifiers and count nouns with quantifiers. (See Unit XVI for count nouns with quantifiers.)

2.

$$\text{NP}_2 \longrightarrow \text{Det} + \begin{Bmatrix} \text{N count} + \text{Z}_2 \\ \text{N mass} \end{Bmatrix}$$

$$\text{Det} \longrightarrow \text{Predet} + \text{Art}$$

$$\text{Predet} \longrightarrow \begin{Bmatrix} \text{a} + \text{N count} + \text{of} \\ \text{number} + \text{N count} + \text{Z2} + \text{of} \end{Bmatrix}$$

$$\text{Art} \longrightarrow \emptyset$$

3.

| Predet | Art | N | $Z_2$ |
|---|---|---|---|
| 1) a sack of | $\emptyset$ | flour | — |
| a sack of | $\emptyset$ | potato | s |
| 2) three jars of | $\emptyset$ | paste | — |
| three jars of | $\emptyset$ | marble | s |
| | | etc. | |

4. Limitations:
   1) verbs "see" and "have"
   2) mass and count nouns quantified by identical containers (see Vocabulary).

5. See S.O. 147, T.P. 5, 6, and 7.

## SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 149

1. Tasting Party

Bring a variety of food items to class either in "pieces" or "slices". A pupil chooses an item they want. Then ask the question, "What do you have?" When the pupil responds (correctly or incorrectly) he gets to "taste" or eat the item(s).

2. Spinner Board

On a spinner board, place pictures of food items suggested by this objective. A pupil spins and the teacher asks a question about the item(s) the spinner stops on.

You may vary this by placing real food items on the spinner board or other items suggested, such as chalk, string, paper, etc.

3. What Do You Have

In preparation for an art activity, distribute supplies that can take the quantifier "a piece of"/ "pieces of", such as: a piece of paper, pieces of chalk, a piece of string, a piece of cloth, pieces of wood, etc. After the items are distributed, ask each pupil what he has.

4. Go Get It

Place around the room various items (e.g., pieces of candy, chalk, string, wood, rope, apple, carrot, etc.) Prepare "labels" or sentence strips which say: a piece of candy, a piece of wood, pieces of chalk, etc. Each pupil in the group is given a "label" or sentence strip, reads it and looks for the item(s).

The group may be divided into teams and the pupils can race to see which team finishes first.

STRUCTURAL OBJECTIVE 149 : Production of a short answer using the quantifiers "a piece of" and "a slice of" in response to a "what" question.

Estimated Lessons: /2-3 /

| Teacher Cue: | Pupil Response: |
|---|---|
| Teacher sets up appropriate situation, gives examples, and asks: | |
| What do you have (on your desk)? | A piece of paper.<br>Slices of bread. |

Suggested Context(s):

Health (foods)
Art (supplies)
Classroom (supplies)

Suggested Vocabulary:

Quanitfiers: "a piece of" and "a slice of"

Mass Nouns: paper, chalk, tape, string, wood, cloth, rope, candy, fry bread, toast, meat, bread,

Count Nouns: cake, pie, apple, orange, tomato, cucumber, onion, carrot, pineapple

Suggested Resources and Materials:

Items suggested in Vocabulary
Sentence strips
Spinner board
Labels for mass nouns items

Teaching Points:

1. Introduction of the non-container quantifiers "piece" and "slice".

2.
$$\text{NP} \longrightarrow \text{Det} + \text{N}_{\text{mass}}$$
$$\text{Det} \longrightarrow \text{Predet} + \text{Art}$$
$$\text{Predet} \longrightarrow \begin{matrix} \text{a} + \text{N}_{\text{count}} + \text{of} \\ \emptyset + \text{N}_{\text{count}} + \text{Z}_2 + \text{of} \end{matrix}$$

3.

| Predet | Art | N mass |
|---|---|---|
| a piece of | Ø | string |
| pieces of | Ø | chalk |
| a slice of | Ø | tomato |
| slices of | Ø | orange |

4. The count nouns listed in suggested vocabulary are treated as mass nouns when quantified with "piece" or "slice".

5. Use the words "piece" and "slice" in the way most natural to you.

6. The pupils should be in actual immediate possession of the items they "have" (at least during the lesson) since the Navajo language does not contain a word equivalent to the English word "have".

7. Vocabulary may be expanded by using appropriate names of foods appearing on school menus.

8. The appropriate situation requires an equal distribution of a variety of items in sets of "one" and "more than one" to elicit both singular and plural responses from each pupil.

## SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 150

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1. Peep Box

Place a known item (see Vocabulary) inside a "peep box". Select a pupil to take a "peep", and then ask him, "What do you see (inside the box)?" The pupil gives an appropriate response.

2. Trading Post

Play "trading post" with the children, selling them items suggested by this objective (count nouns and mass nouns with quantifiers). After every pupil has had an opportunity to buy, then ask each one what he has. Pupils may be given the opportunity to buy two items instead of one. Items may be placed in paper sacks; if so, then ask, "What do you have in your sack?"

3. Let's Read

Both activities 1 and 2 may be made into reading activities. Prepare labels for the items in the "peep box" and trading post. For the "peep box", display the labels of the items on a table or sentence strip rack. When a pupil looks in the box, he says what he sees and then selects his answer from the table/rack. The same procedure can be used for the trading post.

4. Go Get It (See S.O. 149)

Conduct as explained in objective 149. The same objects and labels used in the preceding activities may be used for this activity.

STRUCTURAL OBJECTIVE 150 : Production of a short answer contrasting count nouns and mass nouns with quantifiers in response to a "what" question.

Estimated Lessons: /2-4 /

| Teacher Cue: | Pupil Response: |
|---|---|
| Teacher sets up appropriate situation, gives examples, and asks: | |
| 1. What do you see on my desk? | P1: A ball. |
| 2. What does Mike have on his desk? | P2: A sack of candy. |
| 3. What do you see on Alice's desk? | P3: Books. |
| 4. What does Roger have on his desk? | P4: Pieces of candy. |

Suggested Context(s):

Social Studies (store, trading post)
Health (foods)
Science

Suggested Vocabulary:

Known count nouns

Predeterminers: a bowl of, a cup of, a jar of, a can of, a bottle of, a box of, a dish of, a sack of, a bag of, a glass of, a carton of

Mass nouns: cereal, sugar, flour, peanut butter, butter, honey, syrup, punch, juice, water, pop, milk, ketchup, salt, coffee, tea, cocoa

Suggested Resources and Materials:

Items of food and containers (See Vocabulary)
Classroom items
**Peep** box
Labels for items

Teaching Points:

1. Use of a contrast situation as a teaching strategy to discriminate between singular and plural count and mass nouns with quantifiers.

2.
1) $NP_2 \longrightarrow Det + N_{count}$
$Det \longrightarrow Art$
$Art \longrightarrow a$

2) $NP_2 \longrightarrow Det + N_{mass}$
$Det \longrightarrow Predet + Art$
$Predet \longrightarrow a + N_{count} + of$
$Art \longrightarrow \emptyset$

3) $NP_2 \longrightarrow \emptyset + N_{count} + Z_2$

4) $NP_2 \longrightarrow Det + N_{mass}$
$Det \longrightarrow Predet + Art$
$Predet \longrightarrow \emptyset + N_{count} + Z_2 + of$
$Art \longrightarrow \emptyset$

| 3. Predet | Art | $N_{mass}$ |
|---|---|---|
| 1) — | a | cookie |
| — | a | toy |
| 2) a jar of | $\emptyset$ | honey |
| a piece of | $\emptyset$ | bread |
| 3) — | $\emptyset$ | crayons |
| — | $\emptyset$ | straws |
| 4) glasses of | $\emptyset$ | milk |
| cans of | $\emptyset$ | pop |

4. The main verbs in this objective are limited to "see" and "have". The subject pronoun is limited to "you" with the verb "see". The subject with the verb "have" is not limited.

5. The quantifiers "pair" and "bunch" always require plural count nouns (e.g., a pair of shoes, a bunch of bananas) and should not be used in this unit.

6. Be alert for the probable errors inherent in this contrast situation (e.g., *"ball", *"a books"). Use C.T. 2.

## SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 151

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1. Wee Workers (Role Playing)

Let several pupils play the roles of familiar workers. (e.g., cook, teacher, nurse, dorm aide, secretary, etc.) Give each pupil an item common to his job. (e.g., Cook--a pan, teacher--a book, nurse--a bandaid, etc.) Ask the pupils what they have. Then give each pupil one or more of the item they received before. Then ask each one, "What do you have now?"

2. Animal Picnic

In an art class, have the pupils make food items usually associated with certain animals. (e.g., bananas for monkeys, carrots for rabbits, nuts for squirrels, peanuts for elephants, bones for dogs, worms for birds, etc.) Let children pretend they are the animals. Give one nut to the squirrel and ask, "What do you have?" Then give the squirrel another nut or several nuts and ask, "What do you have now?" Use the same procedure for the other animals.

3. Peep Box (See S.O. 150)

Conduct as explained in objective 150. This time each pupil will take two "peeps"; one time he will see only one item and the second time he will see more than one item. Caution: use only familiar count noun items and always proceed from one item to more than one item.

4. Reading Chart Story

Put the following story on a chart or worksheet. It may be used for silent and oral reading and for oral and written comprehension questions.

### Mrs. Cow's Picnic

Mrs. Cow had a picnic. All the animals went to the picnic. Mrs. Cow gave Mr. Dog a bone. She asked, "What do you have?" Mr. Dog answered, "A bone." Mrs. Cow gave him two more bones. She asked, "What do you have now?" Mr. Dog answered "Bones."

Mrs. Cow gave Mr. Rabbit a carrot. She asked, "What do you have?" He answered, "A carrot." Mrs. Cow gave him three more carrots. She asked, "What do you have now?" Mr. Rabbit answered, "Carrots."

......

This story may be added to according to the level of the children. You could write about 2 or 3 more animals.

STRUCTURAL OBJECTIVE 151 : Production of a short answer using count nouns in response to sequenced "what" questions.

Estimated Lessons: /1-2 /

| Teacher Cue: | Pupil Response: |
|---|---|
| Teacher sets up appropriate situation, gives examples, and asks: | |
| 1. What do you $\left\{\begin{matrix}\text{have}\\ \text{see}\end{matrix}\right\}$? | 1. A book. |
| 2. What do you $\left\{\begin{matrix}\text{have}\\ \text{see}\end{matrix}\right\}$ now? | 2. Books. |

Suggested Context(s):

Classroom
Science (outdoor items)
Health (foods)

Suggested Vocabulary:

| | |
|---|---|
| Classroom: | book, pencil, ruler, crayon, cup, eraser, magazine, brush, pen, comb, plate, spoon, fork, marble, ball, toy, etc. |
| Science: | rock, stick, stone, leaf |
| Health (foods): | banana, apple, pear, pineapple, carrot, plum, radish, cucumber, etc. |

Suggested Resources and Materials:

Items suggested in Vocabulary
Uniforms, costumes, or dress-up clothes
Chart with story (See activity 4.)

Teaching Points:

1. S.O. 151 and 152 are paired objectives. S.O. 151 sets the stage to demonstrate that mass nouns are not countable.

2.
$$NP \longrightarrow Det + \left\{\begin{matrix}N_{count}\\ N_{count} + Z_2\end{matrix}\right\}$$
$$Det \longrightarrow Art$$
$$Art \longrightarrow \left\{\begin{matrix}a\\ \emptyset\end{matrix}\right\}$$

3.

| Art | $N_{count}$ | $Z_2$ |
|---|---|---|
| a | marble | — |
| a | pencil | — |
| ∅ | rock | s |
| ∅ | plate | s |
| | etc. | |

4. The situation in this objective is highly contolled. For question 1, use only one item. For question 2, add one or more of the identical items used in question 1.

5. Limitations:
Known count nouns for which the pupils can form the plural easily and accurately. Avoid irregular plurals.

6. The adverbial of time "now" is obligatory in the second question.

SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 152

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1. Animal's Choice

In an art class have the pupils make animal masks out of paper sacks. (e.g., horse, chicken, mouse, cat, cow, bear, etc.) Collect real, artificial, or pictured food to go with each animal. (e.g., horse-hay, chicken-corn, mouse-cheese, cat-milk, cow-grass, bear-honey, etc.) When the children pretend to be an animal (by wearing a mask), give the animal some food. For example, give the horse some hay and ask, "What do you have?" The horse answers, "Hay." Give the horse some more hay and ask, "What do you have now?" The horse answers, "Hay."

Use the same procedure for all the animals.

2. Peep Box (See S.O. 150)

Conduct as explained in objectives 150-151. Each child will take two "peeps". Caution: use mass nouns listed under Vocabulary.

3. Spinner Board

Place small amounts of mass nouns on a spinner board (e.g., sugar, coffee, cereal, flour, cocoa, sand, and gravel.) When a pupil turns the spinner, ask question 1 about the item. After the pupil responds, add some more of the item to the pile and ask question 2. The pupil responds appropriately.

4. Blind Man

A child is blindfolded. Place in his hand a little bit of a mass noun item (e.g., cereal, sugar, flour, coffee, tea, cocoa, sand, gravel, etc.) When the blindfold is removed, ask question 1. Blindfold the child again and add more of the same item to his hand. After the blindfold is removed, ask the sequenced question.

STRUCTURAL OBJECTIVE 152 : Production of a short answer using mass nouns in response to sequenced "what" questions.

Estimated Lessons: /1-2 /

| Teacher Cue: | Pupil Response: |
|---|---|
| Teacher sets up appropriate situation, gives examples, and asks: | |
| 1. What do you $\left\{\begin{matrix}\text{have}\\\text{see}\end{matrix}\right\}$? | 1. Sand. |
| 2. What do you $\left\{\begin{matrix}\text{have}\\\text{see}\end{matrix}\right\}$ now? | 2. Sand. |

Suggested Context(s):

Health (foods)
Social Studies (store, trading post)
Art
Science

Suggested Vocabulary:

Foods: sugar, flour, salt, coffee, tea, cocoa, cereal, juice, water

Art Supplies: paste, glue, paint

Building Supplies: sand, gravel, cement, water

Suggested Resources and Materials:

Items suggested in Vocabulary
Art supplies to make masks
Labels for items

Teaching Points:

1. Obligatory extension of S.O. 151 to demonstrate that mass nouns are not countable.

2. $\text{NP} \longrightarrow \text{Det} + \text{N}_{mass}$

$\text{Det} \longrightarrow \text{Art}$

$\text{Art} \longrightarrow \emptyset$

3.

| Art | $\text{N}_{mass}$ |
|---|---|
| ∅ | sugar |
| ∅ | coffee |
| ∅ | cereal |
| | etc. |

4. The situation in this objective is highly controlled. For question 1, pour or put some of a mass noun item on a plate or tray before asking the question. Then pour or put more of the same item on the plate or tray before asking the second question.

5. Limitations:
Known mass nouns without predeterminers (quantifiers)

6. The adverbial of time "now" is obligatory in the second question.

1. Match Box Magic

Use two match boxes (or some other small boxes) to conceal items to be talked about. Put only one object (e.g., a marble, a piece of string, some sugar) in one box and more than one object in the other. The teacher mixes up the boxes, opens one, and asks, "What do you see?" After closing the box, they are mixed up again. The procedure is repeated. Note: It is important for the teacher to keep track of the boxes so that she asks about the singular item first followed by the plural item.

2. Pin the Picture

Prepare a large chart with pictures of at least 20 items suggested by this objective. Divide the charts into squares or rectangles, pasting the pictures in the divisions. Blindfold a child and direct him to pin a heart (or some other item of the teacher's choosing) on the chart. When the blindfold is removed, the child talks about the item he "pinned" in response to the question, "What do you see?"

3. Feel It!

Blindfold a child. Place in his hand an item suggested by this objective (e.g., a ball, a piece of cloth, some flour) which can be identified by touch. While the child is blindfolded, ask him, "What do you have?" Then add another one or some more of the same item, and ask, "What do you have (now)?" You may randomize the various items when you think the pupils are ready.

4. Scavenger Hunt

Prepare several slips of paper which list one or more items to be found outdoors. The slips should include count nouns, mass nouns, and mass nouns with quantifiers. Pupils are directed to go out and collect the item(s) listed on their "slips". The class may be divided into two or more teams to see who can find the most items. When the pupils return to the room, they can tell what they have in response to the question, "What do you have?" If a pupil is to get "a cup of sand", the container should be provided by the teacher.

STRUCTURAL OBJECTIVE 153 : Production of a short answer with the determiner "a" or "some" in response to sequenced "what" questions.

Estimated Lessons: /2-3 /

| Teacher Cue: | Pupil Response: |
|---|---|
| Teacher sets up appropriate situation, gives examples, and asks: | |
| 1. What do you have? | 1. A marble.<br>Some marbles. |
| 2. What do you need? | 2. A piece of string.<br>Some pieces of string. |
| 3. What do you see? | 3. Some juice.<br>Some juice. |

Suggested Context(s):

Health (foods)
Classroom (supplies and toys)
Science

Suggested Vocabulary:

Predeterminers: Use only those presented in this Unit

Known count and mass nouns

Suggested Resources and Materials:

Food (real or imitation)
Classroom items and supplies
Large chart with pictures (See activity 2.)
Slips of paper with items for scavenger hunt
Small boxes

Teaching Points:

1. First production of the quantifier "some" with mass nouns, and singular and plural count nouns.

2. 1)

$$NP_2 \longrightarrow Det + N_{count}$$
$$Det \longrightarrow \begin{Bmatrix} a \\ some \end{Bmatrix}$$

2)

$$NP_2 \longrightarrow Det + N_{mass}$$
$$Det \longrightarrow Predet + Art$$
$$Predet \longrightarrow \begin{Bmatrix} \text{a piece of} \\ \text{some pieces of} \end{Bmatrix}$$
$$Art \longrightarrow \emptyset$$

3)

$$NP_2 \longrightarrow Det + N_{mass}$$
$$Det \longrightarrow Art$$
$$Art \longrightarrow some$$

3\.

| 1) Det | $N_{count}$ | 2) Predet | Art | $N_{mass}$ |
|---|---|---|---|---|
| a | crayon | a piece of | ∅ | paper |
| some | erasers | some pieces of | ∅ | bread |

| 3) Det | $N_{mass}$ |
|---|---|
| some | milk |
| some | paste |

4. Note that the determiner "a" can only be used with a singular count noun and a mass noun preceded by a singular predeterminer.

5. The quantifier "some" is obligatory in this objective.

6. Use only the verbs "have", "see", and "need" since they belong to a set of verbs which can be used in the simple present without time indicators.

7. Be sure to present and give practice of the questions and answers in sequence as indicated in teacher cue and pupil response boxes. After pupil demonstrates verbal understanding of the use of the determiners "a" and "some", randomize questions.

## SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 154

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1. Peep Box

   Prepare a box (a shoe box will work very well) with a small hole. Collect a large variety of items suggested by this objective. Place an item(s) inside the box, being careful not to let the class see the item. A pupil is selected to peep in the box and is asked, "What do you see (in the box)?"

2. Concentration (See S.O. 144)

   Prepare a set of paired picture cards of count nouns, mass nouns, and mass nouns with quantifiers. (e.g., an apple, apples, a can of juice, cans of juice, some coffee, etc.) You will need at least 15 different items making 30 cards. Conduct as explained in S.O. 144.

3. Phrase Strips

   Prepare sentence/phrase strips with noun phrases written on them: count nouns, mass nouns, and mass nouns with quantifiers. (Pictures may be added to the phrase strips if so desired.) Shuffle the cards, place them face down on a table, and have a pupil pick up the top one. When the pupil reads it, either silently or orally, have him respond orally to the question, "What do you have?"

The following activities in S.O. 153 may adapted to fit this objective.

4. Match Box Magic
5. Pin the Picture
6. Feel It!
7. Scavenger Hunt

STRUCTURAL OBJECTIVE 154 : Production of a short answer contrasting count nouns, mass nouns, and mass nouns with quantifiers in response to a "what" question.

Estimated Lessons: /3-5 /

| Teacher Cue: | Pupil Response: |
|---|---|
| Teacher sets up appropriate situation, gives examples, and asks:<br>What do you $\left\{\begin{array}{l}\text{see}\\\text{have}\end{array}\right\}$ ? | P1: A potato.<br>P2: (Some) potatoes.<br>P3: (Some) punch.<br>P4: (Some) punch.<br>P5: A carton of milk.<br>P6: (Some) cartons of milk. |

Suggested Context(s):

Health (foods)
Classroom (supplies and toys)
Science

Suggested Vocabulary:

Predeterminers: Use only those presented in this Unit

Known mass and count nouns

Suggested Resources and Materials:

Food (real or imitation)
Classroom items and supplies
Peep box
Flash cards
Labels for items

Teaching Points:

1. Use of a contrast situation as a teaching strategy to reinforce the correct use of count and mass nouns.

2\.
1. $NP_2 \rightarrow Det + N_{count}$
   $Det \rightarrow Art$
   $Art \rightarrow a$
2. $NP_2 \rightarrow Det + N_{count} + Z_2$
   $Det \rightarrow Art$
   $Art \rightarrow some, \emptyset$

3 & 4. $NP_2 \rightarrow Det + N_{mass}$
   $Det \rightarrow Art$
   $Art \rightarrow some, \emptyset$

5. $NP_2 \rightarrow Det + N_{mass}$
   $Det \rightarrow Predet + Art$
   $Predet \rightarrow a + N_{count} + of$
   $Art \rightarrow \emptyset$
6. $NP_2 \rightarrow Det + N_{mass}$
   $Det \rightarrow Predet + Art$
   $Predet \rightarrow \left\{\begin{array}{l}some\\\emptyset\end{array}\right\} + N_{count} + Z_2 + of$
   $Art \rightarrow \emptyset$

3\.

|  | Predet | Art | Noun | Z2 |
|---|---|---|---|---|
| 1. | — | a | banana | — |
| 2. | — | (some) | apple | s |
| 3. | — | (some) | coffee | — |
| 4. | — | (some) | tea | — |
| 5. | a glass of | Ø | milk | — |
| 6. | $\left\{\begin{array}{l}\text{some}\\\emptyset\end{array}\right\}$ cups of | Ø | sugar | — |

4. Be alert for probable errors in this contrast situation (e.g., *"some potato", *"a potatoes", *"some carton of milk", *"a cartons of milk".) Use C.T. 2.

5. The examples given in the Pupil Response box are as follows:
   a) the first two are count nouns.
   b) the next two are mass nouns.
   c) the last two are mass nouns preceded by a predeterminer.

6. The determiner "some" is optional in this objective. "A" is obligatory before singular count nouns.

## SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 155

1. Nature Walk

Take a short walk around the school area. Each child collects three things to put in a science center. When he picks up an item, he tells the teacher, "I have _______." You may structure this activity more by talking about things to look for and collect before taking the walk or by preparing lists of things to give to each pupil.

2. Let's Make It!

In a planned art activity, let the pupils make something, either their own choice or teacher-suggested. As they work, elicit from the child sentences telling what they have to "work" with. (e.g., I have a jar of paste.)

3. Matching Game

Prepare several paired cards with pictures of familiar items and their corresponding sentences. (e.g., I have _________.) Divide the group into two teams. Team One stands at the front of the class and is given a card from the first set of pictures to hold. Team Two, one by one, picks up a card in the second set from a table and stands beside the pupil with the matching card. Then each pupil reads his sentence.

4. Scavenger Hunt (See S.O. 153)

Conduct as explained in S.O. 153. When the pupils return to the room, they tell what they have by saying the sentence, "I have _______."

5. Scrambled Sentences

Prepare a worksheet with ten or more scrambled sentences. Have the children unscramble each one and write the correct sentence. Some samples are:

jacket I a have
water have a glass of I
have dirt I some

6. "I Have" (Poem)

Write the following poem on a chart of worksheet. It may be used for a variety of reading and writing activities.

"I Have"

I have a can of pop.
I have a can of peas.
I have a glass of milk
But you have a piece of cheese.

You have a piece of bread.
You have a jar of honey.
You have a bowl of cereal.
But I have a bag of money.

**STRUCTURAL OBJECTIVE** 155 : Production of a statement using **mass and count nouns as the direct** object of the verb "have".

Estimated Lessons: /2-4 /

| Teacher Cue: | Pupil Response: |
|---|---|
| Teacher sets up appropriate situation, gives examples, and says:<br>Let's talk in the same way. | I have $\left\{\begin{array}{l}\text{a rock.}\\ \text{some leaves.}\\ \text{some sand.}\\ \text{a piece of wood.}\\ \text{some cups of dirt.}\end{array}\right\}$ |

Suggested Context(s):

Science (outdoor items)
Art (supplies)
Health (foods)
Classroom (supplies)

Suggested Vocabulary:

Science: leaf, rock, sand, dirt, flower, wood
Art (supplies): paste, glue, paint, paper, crayons
Health (foods): Select from this Unit.
Classroom (supplies): Select from this Unit.

Suggested Resources and Materials:

Items suggested in Vocabulary
Lists of items for nature walk
Slips of paper with items for scavenger hunt
Cards with pictures and labels of various items
Teacher-prepared worksheet (See activity 5.)

Teaching Points:

1. Extension of mass nouns by the production of a statement.

2. $NP_1 + T + V_t + NP_2$

$$\begin{array}{lcl}
NP_1 & \longrightarrow & \text{Pron}\\
\text{Pron} & \longrightarrow & \left\{\begin{array}{l}\text{I}\\ \text{You}\end{array}\right\}\\
T & \longrightarrow & \text{Pres}\\
V_t & \longrightarrow & \text{have}\\
NP_2 & \longrightarrow & \text{Det} + \left\{\begin{array}{l}N_{count}\\ N_{count} + Z_2\\ N\ mass\end{array}\right\}\\
\text{Det} & \longrightarrow & (\text{Predet}) + \text{Art}\\
\text{Predet} & \longrightarrow & \left\{\begin{array}{l}a + N_{count} + of\\ \left\{\begin{array}{l}some\\ \emptyset\end{array}\right\} + N_{count} + Z_2 + of\end{array}\right\}
\end{array}$$

3.

| Pron | T + $V_t$ | Predet | Art | Noun | $Z_2$ |
|---|---|---|---|---|---|
| You | have | — | some | paste | — |
| I | | a piece of | ∅ | paper | — |
| I | | some cups of | ∅ | milk | — |
| You | | — | some | ball | s |
| You | | — | a | marble | — |
| | | etc. | | etc. | |

4. The appropriate situation should provide for the randomization of: 1) mass and count nouns
2) mass nouns with and without quantifiers
3) singular and plural count nouns

5. Probable errors include:
1) omission of "a" with singular count nouns & mass nouns with quantifiers (e.g., *rock, *piece of wood)
2) substituting "a" for "some" and "some" for "a" (e.g., *some rock, *a leaves)
3) omission of plural affix on plural count nouns & plural quantifiers of the predeterminers (e.g., *some leave, *some cup of dirt)
4) use of the plural affix with a mass noun (*some sands)
Use C.T. 2.

6. Note that statements are not cued by questions.

7. In this objective, the determiner "some" is obligatory with mass nouns with quantifiers and plural count nouns because in statements it is more natural. (e.g., "I have some leaves" rather than "I have leaves".

## UNIT XVIII: Determiners

S.O. 156: Recognition of the noun substitute "one" and the determiner "another".

S.O. 157: Production of a statement using the noun substitute "one" and the determiner "another".

S.O. 158: Recognition of the definite article "the" as shown by a non-verbal response to sequenced commands.

S.O. 159: Production of sequenced commands contrasting the definite article "the" with the indefinite article "a".

S.O. 160: Production of sequenced commands contrasting the indefinite articles "a" and "an".

S.O. 161: Production of a short answer using the definite article "the" in response to a "which" question.

S.O. 162: Production of short answers contrasting the definite article "the" and the indefinite articles "a" and "some" in response to sequenced questions.

S.O. 163: Production of a short answer with the determiner "another" preceding a noun in response to a "what" question.

S.O. 164: Production of a short answer with the determiner "more" preceding a noun in response to a "what" question.

S.O. 165: Production of short answers constrasting the determiners "another" and "more" in response to a "what" question.

Pacing:

Lessons: 14 - 27

Weeks: 3 (Maximum)

Related Text:

American English Series

None

## SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 156

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1. Trading Post

Set up a "store" situation. A pupil is selected to be the clerk and one or more pupils to be the customers. The teacher is the store manager. The store manager (teacher) tells the clerk (pupil):

Give Mike (customer) a shirt.

The clerk gives the shirt to the customer. The manager tells the clerk:

Give Roger one.

This activity may be used to teach all the commands in this objective. Be sure to observe T.P. 5.

2. Performance Rewards

Reward children for good performance and/or behavior by giving them inexpensive items. A pupil is selected to help the teacher give out the rewards. For example:

T: Give Mike a pencil.
Give Lucy one.
Give Gloria one, too.

The pupil performs the requested actions. Pupils can take turns helping the teacher.

Tokens may be used in place of actual gifts and they in turn may be traded in for a gift.

3. Give, Show, Take (Poem)

Write the following poem on a chart or worksheet. It may be used for reading and writing activities.

### Give, Show, Take

Give Mike a pencil. Give John one.
Give Ann a book. Give John one.

Show me a window. Show Lucy one.
Show me a chair. Show Billy one.

Take Bob an eraser. Take Sue one.
Take Mary one. Take Bob another one.

You may use different names and objects to better fit the needs of a particular class.

4. Fill-in-the-Blank

Prepare a worksheet of the poem used for No. 3. Omit words of your own choosing and have the pupils write a word on the line.

## STRUCTURAL OBJECTIVE 156 ; Recognition of the noun substitute "one" and the determiner "another".

**Estimated Lessons:** /1-2 /

| Teacher Cue: | Pupil Response: (Non-Verbal) |
|---|---|
| Teacher sets up appropriate situation, gives examples and says:<br>Give Mike a pencil.<br>Give Lucy one.<br>Give Gloria one, (too.)<br>(Now), give Mike another one. | Pupil performs requested action. |

Suggested Context(s):

Classroom
Math (geometric shapes, supplies)
Health (foods)

Vocabulary:

| Verbs | Direct Objects | Indirect Objects |
|---|---|---|
| give<br>show<br>bring<br>take | Known singular count nouns | Names of pupils and object form of personal pronoun "I" (i.e. "me"). |

Suggested Resources and Materials:

Classroom items and toys
Art supplies
Geometric cut-outs, flashcards, etc.
Items in a store (clothes, food, etc.)
Chart with poem (See activity 3.)

Teaching Points:

1. Introduction of "one" as a noun substitute and "another" as determiner.

2. Imperative Transformation:

$$You + will + VP \Longrightarrow VP$$
$$VP \longrightarrow V_t + NP_2 + NP_3$$

Indirect Object Transformation

$$V_t + NP_2 + NP_3 \Longrightarrow V_t + NP_3 + NP_2$$

| 3. Verb | $NP_3$ | Det | Noun | Adv ref |
|---|---|---|---|---|
| take | Lucy | a | carrot | — |
| take | Roger | Ø | one | — |
| take | Mike | Ø | one | too |
| take | Lucy | another | one | — |

4. The appropriate situation must include the display of several sets of multiple items. If pupils have difficulty with the concept of "one" as a noun substitute, start with a single set of items and then expand to several sets of items.

5. Limitations:
   1) verbs which can take an indirect object (see vocabulary)
   2) determiner "a" only in the first command
   3) direct object - singular count nouns
   4) indirect object - proper names and "me"

6. Alternate commands which may be used:
   1) Give Mike a pencil
      Give Lucy one.
   2) Give Roger a book.
      (Now), give him another one.

SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 157

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1. It Takes Two

Collect several sets of items which go together, one item needing another to be useful. (e.g., shoes, socks, mittens, etc.) The pupils can say the sentences of this objective using "need". For example:

P1: I need a sock.
P2: (Gives P1 a sock.)
P1: I need another one.
P2: (Gives P1 another sock.)

2. Trading Post

Set up a store situation. Let pupils take turns "shopping" and getting/buying things they want. A sample situation might be:

P1 (Customer): I want a kite.
P2 (Clerk) : (Gives/Sells him one.)
P1: I want another one.
P2: (Gives/Sells him another one.)

3. Reading Chart Story

Write the following story on a chart or worksheet. It may be used for oral or silent reading and for oral or written comprehension questions.

The Hungry Chicks

Mother Hen has two chicks. The chicks are always hungry. Mother Hen cooked dinner. Snap, the baby chick, said, "I want a worm." Mother Hen gave Snap a worm. Snap said, "I want another one, please." Mother Hen gave him another one.

Snap looked at his brother, Chuck. Snap said, "Chuck wants a bug." Mother Hen gave Chuck a bug. Snap said, "Chuck wants another one." Mother Hen gave Chuck another bug. Snap and Chuck ate and ate. They are not hungry now!

**STRUCTURAL OBJECTIVE** 157 : Production of a statement using the noun substitute "one" and the determiner "another".

Estimated Lessons: /2-4 /

| Teacher Cue: | Pupil Response: |
|---|---|
| Teacher sets up appropriate situation, gives examples, and says:<br>Let's talk in the same way. | 1. I want a pencil.<br>(Pupil is given a pencil.)<br>I want another one, (please).<br>2. Mike wants a ball.<br>(Pupil is given a ball.)<br>He wants another one, (please). |

Suggested Context(s):

Classroom (supplies)
Health (food and grooming items)
Science (outdoor items)

Suggested Vocabulary:

| Verbs | Nouns |
|---|---|
| want | Known count nouns |
| need | Names of pupils |

Suggested Resources and Materials:

Classroom items and toys
Art supplies
Grooming items
Worksheet for writing activity
Chart with story (See activity 3.)

Teaching Points:

1. First production of "one" as a noun substitute and "another" as a determiner.

2. $NP_1 + T + V_t + NP_2$

$$NP_1 \longrightarrow \begin{Bmatrix} \text{Proper Noun} \\ \text{Pron} \end{Bmatrix}$$

$$T \longrightarrow \text{Pres}$$

$$V_t \longrightarrow \begin{Bmatrix} \text{want} \\ \text{need} \end{Bmatrix}$$

$$\text{Pron} \longrightarrow \begin{Bmatrix} \text{I} \\ \text{he} \\ \text{she} \end{Bmatrix}$$

$$NP_2 \longrightarrow \text{Det} + \text{N}$$

$$\text{Det} \longrightarrow \begin{Bmatrix} \text{a/an} \\ \text{another} \end{Bmatrix}$$

$$\text{N} \longrightarrow \text{one}$$

3.

| $NP_1$ | $T + V_t$ | Det | N count | |
|---|---|---|---|---|
| 1) Lucy | wants | a | ruler | (please) |
| She | | another | one | |
| 2) I | need | a | crayon | (please) |
| I | | another | one | |

4. Limitations:
   1) verbs - want and need.
   2) direct objects are singular count nouns
   3) subjects are proper names or "I"

5. In pupil response 2, the first statement must have a proper noun as the subject to establish the referent for the pronoun subject of the sequenced sentence.

6. The use of "please" in the sequenced sentence is optional, however, its use should be encouraged as a polite form that is natural when speaking English. The cultural difference in the English and Navajo use of "please" should be explained in Navajo.

## SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 158

### 1. Farm Fun

Prepare a farm scene, either a model set or on a flannelboard. Make certain that you have only one of some things and more than one of other things. Call on pupils to "point to" or "put" the animals as suggested in the teacher cue.

This same activity can be done with a doll house and furniture or with other model sets. (See Suggested Resources.)

### 2. Rearrange the Classroom

Move furniture and other classroom items to different places by directing the pupils. For example, "Put a chair by the door." "Put the trashcan by the sink."

The situation should be set up so that you can talk about one item and one of a set of items.

### 3. Put It In The Box

Prepare two boxes by covering them with colored paper, one red and one blue. (Other colors may be used.) Collect a variety of familiar items in sets of one and more than one. Display the items on a table and put the boxes on the floor beside the table. Divide the class/group into two teams. Direct the pupils to put "a" thing or "the" thing in the red or blue box according to their team color. If a pupil is correct, the "thing" stays in his team's box; if he is incorrect, the "thing" goes back on the table. The team with the most things in their box is declared the winner.

### 4. Circle It!

Prepare a worksheet with pictures of familiar items in sets of one and more than one. For example, one tree, three balls, one rabbit, two cats, etc. Direct the pupils by giving them directions such as:

Circle a cat.
Underline the tree.
Cross out a ball.
......

This activity may involve reading if the commands are put on the worksheet also.

## STRUCTURAL OBJECTIVE 158 : Recognition of the definite article "the" as shown by a non-verbal response to sequenced commands.

Estimated Lessons: /1-2 /

| Teacher Cue: | Pupil Response: (Non-Verbal) |
|---|---|
| Teacher sets up appropriate situation, gives examples, and says: | |
| 1. Point to a cow.<br>Point to the calf. | 1. Pupil performs requested actions. |
| 2. Put a cow by the barn.<br>Put another one under the tree.<br>Put the horse in the barn. | 2. Pupil performs requested actions. |

Suggested Context(s):

Classroom
Social Studies (farm life, community life, etc.)
Science (animals)

Suggested Vocabulary:

| Verbs | Nouns |
|---|---|
| put | Known singular count nouns |
| point to | |
| touch | |
| pick up | |

Suggested Resources and Materials:

Farm sets (miniature and flannelboard)
Other miniature or flannelgraph sets, such as a zoo, a community, an airport, etc.
Classroom furniture and items

Teaching Points:

1. Use of a contrast situation as a teaching strategy to help establish the difference between the definite article "the" and the indefinite article "a".

2. Imperative Transformation

$$You + will + VP \longrightarrow VP$$

$$VP \longrightarrow V_t + NP_2 + (Adv_{pl})$$

$$NP_2 \longrightarrow Det + N_{count}$$

$$Det \longrightarrow Art$$

$$Art \longrightarrow \begin{Bmatrix} a \\ the \end{Bmatrix}$$

3.

| $V_t$ | Art | $N_{count}$ | $Adv_{pl}$ |
|---|---|---|---|
| point to | a | car | — |
| | the | truck | — |
| put | a | chair | by the table |
| | another | one | by the door |
| | | etc. | etc. |

4. The appropriate situation for items preceded by "a" must include sets of two or more. For items preceded by "the", use a set of one only.

5. Use only singular count nouns in this objective. Do not use mass nouns or plural count nouns.

1. Trading Post

Set up a trading post or store in the classroom. Two pupils at a time "go shopping". One pupil is designated to tell the other pupil what to put on the counter. For example:

P1: Put a hat on the counter.
P2: (Performs action.)
P1: Put the shirt on the counter.
P2: (Performs action.)

Caution: Be sure to have in the "store" items in sets of one and more than one.

The following activities suggested for S.O. 158 may be adapted for this objective.

2. Farm Fun

3. Rearrange The Classroom

4. Put It In The Box

5. Circle It!

6. Reading Chart Story

Write the following story on a chart or worksheet. It may be used for oral and silent reading and for oral and written comprehension questions.

Mr. Tom's Farm

Mike worked for Mr. Tom on his farm. Mr. Tom told Mike, "Put the horse in the corral. Put a cow in the barn. Put a lamb in the corral. Put another one in the corral. Put the tractor in the barn."

Mike did all these things. He liked his job.

STRUCTURAL OBJECTIVE 159 : Production of sequenced commands contrasting the definite article "the" with the indefinite article "a".

Estimated Lessons: /2-4 /

| Teacher Cue: | Pupil Response: |
|---|---|
| Teacher sets up appropriate situation, gives examples, and says:<br>Now, let's talk in the same way. | P1: Pick up a marble.<br>Pick up the ball.<br>P2: Performs requested action.<br>P1: Put a chair in the living room.<br>Put another one in the kitchen.<br>Put the stove in the kitchen.<br>P2: Performs requested actions. |

Suggested Context(s):

Classroom
Social Studies (farm life, community life, etc.)
Science (animals)

Suggested Vocabulary:

| Verbs | Nouns |
|---|---|
| put | Known singular count nouns |
| pick up | |
| point to | |
| touch | |

Suggested Resources and Materials:

Classroom items and furniture
Doll house and furniture
Farm set (miniature and flannelgraph)
Story on chart and related worksheet (See activities 3 & 4)

Teaching Points:

1. Extension of determiners by pupil production of "a" and "the" in commands.

2. Imperative Transformation

1. $\text{You} + \text{will} + \text{VP} \Longrightarrow \text{VP}$

$\text{VP} \longrightarrow V_t + NP_2 + (\text{Adv}_{pl})$

$NP_2 \longrightarrow \text{Det} + N_{count}$

$\text{Det} \longrightarrow \text{Art}$

$\text{Art} \longrightarrow \left\{ \begin{matrix} \text{a} \\ \text{the} \end{matrix} \right\}$

3.

| $V_t$ | Art | $N_{count}$ | $\text{Adv}_{pl}$ |
|---|---|---|---|
| point to | the | cow | — |
| | the | pencil | — |
| put | a | book | on the table |
| | the | chair | by the desk |
| touch | the | picture | on the wall |
| | | etc. | etc. |

4. The appropriate situation for items preceded by "a" must include sets of two or more. For items preceded by "the", use a set of one only.

5. Use only singular count nouns in this objective. Do not use mass nouns or plural count nouns.

1. Put It In The Box (See S.O. 158)

Collect a variety of items requiring "a" and "an" and place these items on a table. Then conduct as explained in S.O. 158. Pupils come up in pairs--one to give two commands regarding items requiring "a" and "an" and one to do the requested actions.

2. The Zoo

Set up a minature zoo or a flannel board scene of a zoo. Pupils give commands to each other regarding the zoo. For example:

Put a zebra in the zoo.
Put an elephant in the zoo.
Put a camel in the zoo.
Put an otter in the zoo.
......

3. Spin-A-Bottle

Use the same items in Activity 1 (or similar ones) and place on a table. Seat pupils in a circle. Spin a bottle in the middle to select two pupils--one to give commands and one to do the action. For example:

Pick up an oval.
Pick up a square.
Pick up a potato.
Pick up an onion.

4. Choose and Write

Prepare a worksheet regarding Activity 3. Write a series of commands leaving a blank for the determiner. Have the pupils write the correct form, "a" or "an". For example:

Pick up ______ banana.
Pick up ______ orange.
Pick up ______ apple
Pick up ______ truck.
Pick up ______ automobile.
......

The pupils may read the commands aloud and do what each one tells them to do.

**STRUCTURAL OBJECTIVE 160 : Production of sequenced commands contrasting the indefinite articles "a" and "an".**

Estimated Lessons: /1-2 /

| Teacher Cue: | Pupil Response: |
|---|---|
| Teacher sets up appropriate situation, gives examples, and says:<br>Now, let's talk in the same way. | P1: Pick up an apple.<br>Pick up a pear.<br>P2: Performs requested action.<br>P1: Put an elephant in the zoo.<br>Put a zebra in the zoo, too.<br>P2: Performs requested action. |

Suggested Context(s):

Classroom
Social Studies (farm life, zoo)
Health (body parts and foods)
Math (shapes)

Suggested Vocabulary:

Nouns preceded by "an"

apple
orange
egg
onion
acorn
olive

eraser
inkpen
umbrella
apron
oval
octagon

airplane
elephant
owl
ostrich
otter

ear
eye
arm
elbow
ankle

Verbs

point to
pick up
put
touch

Suggested Resources and Materials:

Food items
Classroom items and supplies
Geometric cut-outs or flashcards
Pictures of animals
Pictures of body and body parts
Story on chart and related worksheet (See activities 3 & 4)

Teaching Points:

1. Extension of determiners by pupil production of "a" and "an" in commands.

2. Imperative Transformation

$$\text{You} + \text{will} + \text{VP} \longrightarrow \text{VP}$$

$$\text{VP} \longrightarrow V_t + NP_2 + (\text{Adv}_{pl})$$

$$NP_2 \longrightarrow \text{Det} + N_{count}$$

$$\text{Det} \longrightarrow \text{Art}$$

$$\text{Art} \longrightarrow \begin{Bmatrix} \text{a} \\ \text{an} \end{Bmatrix}$$

3.

| $V_t$ | Art | $N_{count}$ | $(\text{Adv}_{pl})$ |
|---|---|---|---|
| pick up | an | eraser | — |
| pick up | a | ruler | — |
| put | an | egg | on the table |
| put | a | cucumber | on the sink |
| | | etc. | etc. |

4. Help pupils to both hear and see the difference in "a" and "an". The pronunciation of "a" and "an" is /ə/ and /ən/, not /ā/ and /ăn/.

5. The appropriate situation for items preceded by "a/an" must include sets of two or more items.

6. Use only singular count nouns. Do not use mass nouns or plural count nouns.

1. A Dozen Pups

Prepare a dozen puppies from various colored paper. (e.g., a brown one, a black one, a brown & white one, a gray one, a black & white one, etc.) Direct the pupils to choose one of the pups. Then ask the question of this objective. For example:

T: Take a dog.
P: (Performs requested action.)
T: Which one do you have?
P: The brown one.

2. Concentration

Prepare pairs of pictured cards, each pair of a different color. (For example, two blue shirts; two red shirts, etc.) Twelve to eighteen cards are recommended. Shuffle the cards and place them face down, one by one. Two to six pupils are selected to play. The first pupil turns a card over and the teacher asks:

"Which shirt do you see?"

The pupil answers, "A (color) one."

Then the same pupil turns over another card and the procedure is repeated. If the two cards match, the pupil keeps them and takes another turn. If the cards do not match, they are turned face down and the second player takes a turn. The game continues until all cards are matched.

3. The Pet Shop (Poem)

Write the following poem on a chart or worksheet. It may be used for a variety of reading and writing activities.

### The Pet Shop

We went to the pet shop,
  My daddy and me;
And here are the dogs
  We both did see:
A black one, a brown one,
  A spotted one, too.
A white one, a tan one,
  And one in a shoe.
"Which one do you want?"
  My dad said to me.
"The little spotted one",
  I said happily.

**STRUCTURAL OBJECTIVE** 161 : Production of a short answer using the definite article "the" in response to a "which" question.

Estimated Lessons: /2-4 /

| Teacher Cue: | Pupil Response: |
|---|---|
| Teacher sets up appropriate situation, gives examples, and says: | |
| 1. To group: Take a block.<br>To Mike: Which one do you have? | 1. Pupils perfom requested action.<br>The (big) blue one. |
| 2. Which animal do you want? | 2. The dog. |
| 3. Which horse do you see? | 3. The black and white one. |

Suggested Context(s):

Classroom (supplies and toys)
Science (animals)
Math (geometric shapes)

Suggested Vocabulary:

| Nouns | Adjectives | Verbs |
|---|---|---|
| Known farm and zoo animals | Known color, size shape and texture terms | have<br>want<br>see |

Suggested Resources and Materials:

Classroom items and supplies
Toy animals or pictures of animals
Geometric cut-outs or flashcards
Chart with poem (See activity 3.)

Teaching Points:

1. Extension of the definite article "the" by short answers to the "which" question. Introduction of the "which" question.

2. 1 & 3) The adjective transformation has been applied to the noun phrase responses 1 and 3 in this objective.

$NP_2 \longrightarrow Det + (Adj\ size) + Adj\ color + N_{sub}$

$Det \longrightarrow Art$

$Art \longrightarrow the$

$N_{sub} \longrightarrow one$

2) $NP_2 \longrightarrow Det + N_{count}$

$Det \longrightarrow the$

3.

| Det | Adj size | $Adj_{color}$ | $N_{sub}$ | $N_{count}$ |
|---|---|---|---|---|
| the | — | — | — | tiger |
| | (small) | green | one | — |
| | — | red & blue | one | — |
| | | etc. | | etc. |

4. Limitations:
1) Verbs - have, see, want
2) Nouns in teacher cue - singular count
3) Determiner - "the"

5. The appropriate situation requires display of sets of items which have differentiating criteria. (e.g., The set of blocks must not contain any identical blocks.) The criteria differentiating the items must be familiar to the pupils. (e.g.. adjectives of color, size, shape, texture.)

1. **Shopping Spree**

   Set up a display of items found in a store which the pupils can pretend to buy. Make certain the items have a differentiating criteria (i.e., color, size, shape, etc.) The teacher plays the role of a sales clerk and asks, "What do you need?" The pupil answers with something in the store he pretends to need. Then ask, "Which one do you want?"

2. Art Projects

   Set up materials for art projects, such as, colored paper, colored sticks, colored beads, colored sequins, etc. As the pupils work, ask the sequenced questions of this objective.

3. Reading Chart Story

   Write the following story on a chart or worksheet. The story may be used for oral and silent reading and for oral and written comprehension questions.

Going Shopping

Mike and Lucy went to the store. Mike needed a shirt. Lucy needed some buttons.

Mike looked at the shirts. He looked at a blue one and a green one.

Lucy looked at the buttons. She looked at the red ones, the yellow ones, and the orange ones.

The salesclerk asked Mike, "What do you need?" Mike answered, "A shirt." The salesclerk then asked, "Which one do you want?" Mike said, "The blue one." So, Mike bought the blue shirt.

The salesclerk asked Lucy, "What do you need?" Lucy answered, "Some buttons." The salesclerk then asked, "Which ones do you want?" Lucy said, "The yellow ones." So, Lucy bought the yellow buttons.

STRUCTURAL OBJECTIVE 162: Production of short answers contrasting the definite article "the" and the indefinite articles "a" and "some" in response to sequenced questions.

Estimated Lessons: /1-2/

| Teacher Cue: | Pupil Response: |
|---|---|
| Teacher sets up appropriate situation, gives examples, and asks: | |
| 1. What do you need?<br>Which one do you want? | 1. A pencil.<br>The long one. |
| 2. What do you need?<br>Which ones do you want? | 2. (Some) beads.<br>The red ones. |

Suggested Context(s):

Classroom
Art
Science (animals)
Math (geometric shapes)

Suggested Vocabulary:

Known count nouns

Suggested Resources and Materials:

Classroom supplies and toys
Geometric cut-outs and flashcards
Toy animals or pictures of animals
Clothing items
Chart with story (See activity 3.)

Teaching Points:

1. Use of a contrast situation as a teaching strategy to reinforce the correct use of definite and indefinite articles.

2. The adjective transformation has been applied to the sequenced noun phrase in both responses 1 and 2.

Initial response:

$NP_2 \longrightarrow Det + N_{count} + (Z_2)$

$Det \longrightarrow Art$

$Art \longrightarrow \begin{Bmatrix} a \\ some \end{Bmatrix}$

Sequenced response:

$NP_2 \longrightarrow Det + Adj + N_{sub}$

$Det \longrightarrow Art$

$Art \longrightarrow the$

$N_{sub} \longrightarrow one + (Z_2)$

3.

| Art | $N_{count}$ | $Z_2$ | Art | Adj | $N_{sub}$ | $Z_2$ |
|---|---|---|---|---|---|---|
| a | cup | --- | the | blue | one | --- |
| some | pin | s | | small | one | s |
| | etc. | | | etc. | | |

4. Set up the appropriate situation to develop the concepts of "need" and "want".

## SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 163

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1. Party Time

Collect items for a party (e.g., cookies, candy, apples, cake, balloons, etc.) After pupils have been served, ask them, "What do you want now?" The pupils respond with the same item they already have, "Another _____."

2. It Takes Two (See S.O. 157)

Collect a variety of paired items--one item perfect or complete and one item damaged or empty. (e.g., a torn piece of paper, a broken pencil, an empty jar of paste, an empty toothpaste tube, etc.) Distribute these items to each pupil and then ask the question, "What do you need now?" If a pupil has the torn paper, he answers, "Another piece of paper."

3. Reading Chart Story

Write the following story on a chart or worksheet. This story may be used for oral and silent reading and for oral and written comprehension questions.

### Another Home

Mother Bird needed a new nest. She had five new babies. She wanted a bigger nest.

Mother Bird talked to Mr. Owl. "Please help me," she said. Mr. Owl helped Mother Bird.

First, they gathered some sticks. Mr. Owl asked, "What do you need now?" Mother Bird said, "Another stick." Mr. Owl got another stick.

Next, they gathered some string. Mr. Owl asked, "What do you need now?" Mother Bird said, "Another piece of string." Mr. Owl got another piece of string.

They finished the nest. Mother Bird was happy. She liked her new nest.

4. Let's Write

Use Activity 2 for writing answers to the questions in addition to giving oral answers.

STRUCTURAL OBJECTIVE 163 : Production of a short answer with the determiner "another" preceding a noun in response to a "what" question.

Estimated Lessons: /1-2 /

| Teacher Cue: | Pupil Response: |
|---|---|
| Teacher sets up appropriate situation, gives examples, and asks:<br>What do you $\begin{Bmatrix}\text{want}\\ \text{need}\end{Bmatrix}$ (now)? | $\begin{Bmatrix}\text{Another pencil.}\\ \text{Another piece of paper.}\end{Bmatrix}$ |

Suggested Context(s):

Classroom
Health (foods and grooming)
Art

Suggested Vocabulary:

Known singular count nouns and mass nouns

Verbs: need and want

Suggested Resources and Materials:

Classroom supplies and items
Items of familiar food (real or imitation)
Items for grooming
Chart with story (See activity 3.)

Teaching Points:

1. Extension of the determiner "another" by its use with a noun.

2. $NP_1 + V_t + NP_2 \Longrightarrow NP_2$

$$NP_2 \longrightarrow \begin{Bmatrix} Det + N_{count} \\ Predet + Det + N_{mass} \end{Bmatrix}$$

3.

| Predet | Det | $N_{count}$ | $N_{mass}$ |
|---|---|---|---|
| — | another | book | — |
| another cup of | Ø | — | cocoa |
| | | etc. | etc. |

4. Note that in this objective the determiner is limited to "another" with singular count nouns, and "Ø" with mass nouns. "Another" is used as part of the predeterminer with the mass noun.

5. The teacher cue limits the question to the two examples with the verbs "want" and "need".

6. The adverbial of time "now" may be used optionally in the questions.

7. The appropriate situation requires an ample supply of familiar items.

8. The appropriate situation must be set up to develop the concepts of "need" and "want". Do not use them interchangeably.

1. The Airplane Ride

Arrange classroom chairs for a make-believe airplane trip. 6-10 pupils can ride at a time. The teacher becomes the stewardess and serves the passengers. Items served may be pop, juice, candy, cookies, cake, etc. The teacher first asks each pupil what he wants and serves it. Then the teacher asks, "What do you want now?" The pupils answer, "More _____."

2. The Clinic

Arrange a part of the classroom like a hospital or clinic room. Beside a bed put a table with such items as an empty glass, an empty ice bucket, an empty soap dish, an empty kleenex box, etc. The teacher plays the role of the nurse and a pupil is the patient. The teacher asks, "What do you need now?" The pupils answer, "More _____."

3. Reading Chart Story

Write the following story on a chart or worksheet. This story may be used for oral or silent reading and for oral and written comprehension questions.

Time For Lunch

Bob, Jane, Tim, and Ann are hungry. They ran home for dinner. Mother had dinner on the table. They ate ham, peas, potatoes, bread, and cake. They ate all their food.

Mother asked, "Bob, what do you want now?" Bob said, "More potatoes." Mother asked, "Jane, what do you want now?" Jane said, "More meat." Mother asked, "Tim, what do you want now?" Tim said, "More cake." Mother asked, "Ann, what do you want now?" Ann said, "More peas." The children ate and ate. They are full now.

4. Family Style Dining

Borrow dishes and items for setting a table from the school cafeteria. Give pupils only some items for the table setting in order that you can ask the question, "What do you need now?" The pupils will answer, "More ______."

## STRUCTURAL OBJECTIVE 164 : Production of a short answer with the determiner "more" preceding a noun in response to a "what" question.

Estimated Lessons: /1-2 /

| Teacher Cue: | Pupil Response: |
|---|---|
| Teacher sets up appropriate situation, gives examples, and asks:<br>What do you $\left\{\begin{matrix}\text{want}\\ \text{need}\end{matrix}\right\}$ (now)? | $\left\{\begin{matrix}\text{More forks.}\\ \text{More sugar.}\\ \text{More glasses of water.}\end{matrix}\right\}$ |

### Suggested Context(s):

Social Studies (home life, school lunch room)
Health (foods - cooking)
Art
Classroom

### Suggested Vocabulary:

Known plural count nouns and mass nouns

Verbs: want and need

### Suggested Resources and Materials:

Items for setting table
Classroom supplies and items
Items of familiar food (real or imitation)
Items for airplane trip (See activity 1.)
Items for hospital (See activity 2.)
Chart with story (See activity 3.)

### Teaching Points:

1. First production of the determiner "more".

2. $NP_1 + V_t + NP_2 \longrightarrow NP_2$

$$NP_2 \longrightarrow \begin{matrix}Det + N_{count}\\ Predet + Det + N_{mass}\end{matrix}$$

3.

| Predet | Det | $N_{count}$ | $N_{mass}$ |
|---|---|---|---|
| — | more | cups | — |
| more jars of | Ø | — | paste |
| | | etc. | etc. |

4. Note that in this objective the determiner is limited to "more" with plural count nouns and "Ø" with mass nouns. "More" is used as part of the predeterminer with mass nouns.

5. See Teaching Points 5, 6, 7, and 8 of S.O. 163.

1. Rolling Store

Collect a large variety of familiar items and place them on a rolling machine cart. Ask pupils, "What do you want/need?" They answer appropriately. Then ask, "What do you want/need now?"

2. Let's Cook It

Collect items for baking or cooking "something". As you prepare the ingredients, set up the situation so that you ask the question of this objective.

3. Read-A-Want

On sentence or phrase strips write possible answers to the Rolling Store activity. The strips should be shuffled and one given to each pupil. The pupil reads his silently, and gives it as his answer to the teacher's question.

4. Reading Chart Story

Write the following story on a chart or worksheet. This story may be used for oral and silent reading and for oral and written comprehension questions.

Ice Cream For Billy

Mother is going shopping. Mother asked, "Mary, what do you want?" Mary answered, "Another jar of paste." Mother asked, "John, what do you want?" John answered, "More crayons." Mother asked, "Billy, what do you want?" "More ice cream", said Billy, "more ice cream!"

The following activities from S.O.'s 163-164 may be adapted for this objective.

5. Party Time

6. It Takes Two

7. The Airplane Ride

8. The Clinic

9. Family Style Dining

STRUCTURAL OBJECTIVE 165 : Production of short answers constrasting the determiners "another" and "more" in response to a "what" question.

Estimated Lessons: /2-3 /

| Teacher Cue: | Pupil Response: |
|---|---|
| Teacher sets up appropriate situation, gives examples, and asks:<br>What do you $\begin{Bmatrix} \text{need} \\ \text{want} \end{Bmatrix}$ (now)? | 1. Another egg.<br>More eggs.<br>2. Another cup of sugar.<br>More cups of sugar.<br>3. More flour. |

Suggested Context(s):

Classroom
Health (foods, grooming items, etc.)
Math
Art

Suggested Vocabulary:

Known count and mass nouns.

Verbs: need and want.

Suggested Resources and Materials:

Classroom items and supplies
Items for setting table
Items of familiar food
Items for "rolling store" (See activity 1.)
Sentence strips
Chart with story (See activity 4.)

Teaching Points:

1. Use of a contrast situation to reinforce the use of the determiners "another" and "more".

2. $NP_1 + V_t + NP_2 \longrightarrow NP_2$

$$NP_2 \longrightarrow \begin{Bmatrix} Det + N_{count} \\ Predet + Det + N_{mass} \end{Bmatrix}$$

3.

| Predet | Det | $N_{count}$ | $N_{mass}$ |
|---|---|---|---|
| 1) — | another | block | — |
| — | more | blocks | — |
| 2) another piece of | Ø | — | paper |
| more pieces of | Ø | — | paper |
| 3) — | more | — | paste |
| | | etc. | etc. |

4. The adverbial of time "now" in the question is optional.

5. The appropriate situation requires a large variety of items to provide for randomization of all possible answers.

6. During practice and application phases of the lessons of this objective, evaluate the pupils:
   1) concept of and ability to produce correctly singular and plural count noun forms.
   2) concept of and ability to distinguish count and mass nouns.
   3) concept of and ability to distinguish mass nouns with and without quantifiers.

## UNIT XIX: "Be" Verb, Past Tense

S.O. 166: Production of a statement with "here" as an adverbial of place.

S.O. 167: Production of a short answer using an adverbial of place in response to a "where" question with the past tense forms of the verb "be".

S.O. 168: Production of a statement using the "was" form of the verb "be".

S.O. 169: Production of a statement using the "were" form of the verb "be".

S.O. 170: Production of statements contrasting the "was" and "were" forms of the verb "be".

S.O. 171: Production of a negative statement using "was" and "were" forms of the verb "be" in contrast to a positive statement.

S.O. 172: Production of a shortened answer with the past tense forms of the verb "be" in response to a "yes/no" question.

S.O. 173: Production of a "yes/no" question with the past tense forms of the verb "be".

S.O. 174: Production of the "where" question with the past tense forms of the verb "be".

S.O. 175: Production of short/expanded short answers in response to "what" and "who" questions with the "was" form of the verb "be".

S.O. 176: Production of "what" and "who" questions with the "was" form of the verb "be".

**Pacing:**

Lessons: 18 - 34

Weeks: 3½ (Maximum)

**Related Text:**

American English Series

Book 1: Unit 34, 36

## SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 166

1. **Map Game**

   Collect materials and help pupils make a map or sandbox model of your community. Write the names of the things on flashcard. (e.g., trees, school building, post office, road.) Put cards in a bag or box. Each pupil will pull out a card and use the word(s) on it in a statement such as; "The trees are here." "The post office is here." etc.

2. **Follow-the-Leader**

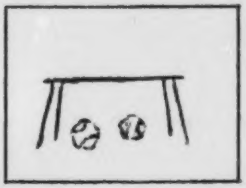
   Have a small group of pupils form a line for follow-the-leader. The leader leads the way to the playground. He may stop at any time he wishes and say a statement such as "The steps are here." or "The slide is here." After the leader speaks 2 or 3 times, he goes to the back of the line and the next pupil becomes leader.

3. **Hide and Seek**

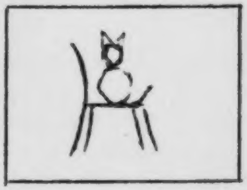
   Prepare animal puppets, hats, faces, or costumes. Let five or six children pretend to be these animals. They hide in such places as "under the table", "behind an easel", etc. Other pupils hunt them. When a pupil finds one he calls out, "The cat is here." or "The dog is behind the easel."

4. **Let's Write**

   Prepare a worksheet with simple drawings showing something on, by, under, etc. something else. the The pupils will write a sentence about each picture. For example:



The balls ________



The cat ________

STRUCTURAL OBJECTIVE 166 : Production of a statement with "here" as an adverbial of place

Estimated Lessons: /1-3 /

| Teacher Cue: | Pupil Response: |
|---|---|
| Teacher sets up appropriate situation, gives examples, and says:<br>Let's talk in the same way. | 1. Mike is here.<br>Lucy and Gloria are here.<br>2. (Some) sand is in the box.<br>The boys are in the hall. |

Suggested Context(s):

Classroom (roll call)
Art (supplies)
Science (zoo, farm, etc.)
Social Studies (doll house)

Suggested Vocabulary:

Adverbial of Place
"here"
phrases introduced in Unit XI

Suggested Resources and Materials:

Pictures of a zoo, farm, etc.
Farm set
Doll house and furniture
Art supplies
Sand box
Teacher-prepared worksheet

Teaching Points:

1. Extension of adverbials of place. (See Unit XI.) Introduction of "here" as an adverbial.

2. $NP_1 + T + V_{be} + Adv_{place}$

$$T \longrightarrow Pres$$

$$Adv_{place} \longrightarrow \begin{Bmatrix} here \\ adv\ phrase \end{Bmatrix}$$

3.

| $NP_1$ | $T + V_{be}$ | $Adv_{place}$ |
|---|---|---|
| Roger | is | here |
| the boys | are | here |
| (some) paste | is | on the shelf |
| the cows | are | by the fence |
| etc. | | etc. |

4. Pupil Response No. 1 introduces "here" as an adverbial. Pupil Response No. 2 reviews adverbial phrases introduced in Unit XI. They may be presented separately and then randomized.

5. In teaching "here" as an adverbial of place, differentiate the two meanings: (1) in attendance and (2) a specific location. Make certain the pupils comprehend both connotations.

6. Do not use "there" as an adverbial of place in this unit due to conceptual difficulties. It will be spiralled at a higher level.

7. The subject $NP_1$ may include all nouns (count and mass, both singular and plural) and pronouns previously learned.

8. This S.O. may be extended by making negative statements. (e.g., Mike isn't here. The boys aren't in the hall.)

SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 167

1. Science Search

   Take a group of pupils on a short science trip to pick up rocks, leaves, insects, sand, pine cones, etc. Upon returning to classroom, set up a science center. Ask questions such as, "Where were the leaves before?" Pupil answers, "On the tree."

2. Sand Box Fun (See S.O. 160)

   Set up a miniature campus or community in a sandbox. Have a small group of pupils sit around the sandbox so that each one can see the objects as they are moved. Move an object, such as the car, and then ask, "Where was the car before?" A suitable response might be, "Beside the house." Continue moving things about. Pupils may move the objects, but the teacher or aide asks the questions and other pupils answer.

3. Story Time

   Read, tell, or show a film strip story, such as "Little Red Riding Hood". Then ask questions about the story such as, "Where was grandmother's house?" Answer: "In the woods."

4. Where, O, Where?

   Make a language experience chart about where pupils and their families were on a Saturday or Sunday. Ask questions such as, "Where was Mike Saturday afternoon?" The indicated pupil answers, "In Gallup." All answers should be chosen from the chart so that they are realistic.

STRUCTURAL OBJECTIVE 167 : Production of a short answer using an adverbial of place in response to a "where" question with past tense forms of the verb "be".

Estimated Lessons: /1-2 /

| Teacher Cue: | Pupil Response: |
|---|---|
| Teacher sets up appropriate situation, gives examples, and asks: | |
| 1. Where was Mike yesterday? | 1. $\left\{\begin{array}{l}\text{Here.}\\ \text{At home.}\end{array}\right\}$ |
| 2. Where were the blocks before? | 2. In the box. |

Suggested Context(s):

Classroom (roll call)
Art (supplies)
Science (flannal board scenes of zoo and farm)
Social Studies (doll house)

Suggested Vocabulary:

Known adverbials of place
Known nouns related to contexts

Suggested Resources and Materials:

Flannel board scenes (zoo, farm, etc.)
Doll house with furniture
Items in science center
Fairy tale filmstrips or books
Sand box
Chart

Teaching Points:

1. Introduction of the past forms of "be", "was" and "were".

2. Adv place $\longrightarrow \left\{\begin{array}{l}\text{here}\\ \text{phrase}\end{array}\right\}$

3. Adv place

   here
   in the dining hall
   under the table
   beside the bed
   etc.

4. "Before" is introduced as an adverbial of time in this S.O. to help develop the concept of past time.

5. Adverbials of time to indicate past time are obligatory in the question.

6. In this unit do not teach the shortened answer because it is not as natural. If a pupil uses a shortened answer, accept without comment.

7. Randomize nouns used in the question:
   1) proper and common
   2) count and mass
   3) singular and plural
   4) conjoined

## SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 168

1. Where, O, Where! (See S.O. 167)

Collect a box or tray of a large variety of objects. Put them in various locations around the room. (e.g., near the door; under the table, in the desk, etc.) Have a group of pupils march around the room while you play a record of marching music. As they march, each pupil may move an object. Teacher or Aide takes the lead to give an example. Stop the music and have each pupil stand by the object he moved. Then say, "Let's talk about our objects in this way. 'The ball was in the box.'" (The adverbials of time "just now" or "before" may be added to the statement.) Let each pupil talk about his object.

2. Read! Act! Talk!

Prepare sentence strips on which are written commands designating pupils to go to different locations in the classroom. Each pupil draws a strip from a bag or box, reads the command (with teacher's assistance, if necessary), and does what the command says. Examples of commands: Sit by the door. Stand between Mike and Lucy. Put your chair on the desk. etc. Pupils return to instructional circle with the teacher and talk about where each other or their objects were in statements such as, "Gloria was between Mike and Lucy." or "My chair was on the desk." etc.

3. Language Experience Fun

Set up a party table with such things as: a plate of cookies, a dish of candy, a bowl of nuts, a pitcher of juice, etc. After the party have pupils tell about the different items in statements such as; "The cookies were on a plate," "The nuts were in a bowl." "The popcorn was in bags". etc.

4. Reading and Writing Fun

Have pupils make up an experience chart story about the party in Activity #3. For example:

> We enjoyed a party in our classroom. The table was pretty. Red and white paper was on the table. The nuts were in a bowl. Purple punch was in a big pitcher. Popcorn was in bags. The cookies were on plates. Candy was in small dishes.

Copy the story on a duplicating master leaving blanks for "was" and "were". Distribute to pupils let them fill-in the blanks, read their stories, and then take them home.

## STRUCTURAL OBJECTIVE 168 : Production of a statement using the "was" form of the verb "be".

Estimated Lessons: /1-3 /

| Teacher Cue: | Pupil Response: |
|---|---|
| Teacher sets up appropriate situation, gives example, and says: | The shoe was beside the chair just now. |
| Now, let's talk in the same way. | Mike was at the sink just now. |

Suggested Context(s):

- Classroom
- Playground
- Science (zoo, farm, etc.)
- Social Studies (doll house)

Suggested Vocabulary:

Adverbial of Place
Phrases introduced in Unit XI

Nouns
Known nouns related to contexts
(See T.P. 4 for limitations)

Suggested Resources and Materials:

- Farm set
- Flannel board scenes of zoo, farm, etc.
- Doll house and furniture
- Familiar objects
- Party foods

Teaching Points:

1. First production of "was", the singular past tense form of the verb "be".

2. $NP_1 + T + V_{be} + Adv_{pl} + Adv_{tm}$

$$T \longrightarrow \text{Past}$$
$$V_{be} \longrightarrow \text{was}$$
$$Adv_{pl} \longrightarrow \text{just now}$$

| 3. $NP_1$ | $T + V_{be}$ | $Adv_{pl}$ | $Adv_{tm}$ |
|---|---|---|---|
| Lucy<br>the lion<br>the ball<br>etc. | was | at the door<br>in the cage<br>under the box<br>etc. | just now<br>: |

4. Limitations:
Subjects which can take the "was" form of the verb "be".
   1) proper nouns
   2) singular count nouns
   3) mass nouns
   4) mass nouns with singular quantifiers
   5) pronouns "I", "he", "she", "it"

5. The appropriate situation requires:
   1) People or things to be talked about being visible at a certain place and moved to another place before talking about them.
   2) The establishment of the referent for the pronouns "he", "she", and "it".
   3) The use of the determiner "the".

6. In this objective use adverbial phrases of place. Avoid the use of "here."

7. The adverbial of time "just now" is obligatory in this objective.

SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 169

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1. The Farm

Prepare a flannelboard farm scene. Put the animals in characteristic places, such as: the cows in the barn, a rooster on the gate, the horses by the lake, the pigs in the pen, etc. Have a group of children look carefully at the scene. Then move the animals to different places and have pupils talk about where they were in the original scene. For example: Move the cows from inside the barn to the pasture. The statement would be: "The cows were in the barn before."

2. Hiding (A Poem)

Use the scene prepared for Activity No. 1 but be sure to show the following in the farm scene:

a) cows in a pasture
b) pigs in a pen
c) dogs chasing a hen in the barnyard
d) ducks in a pond
e) birds flying in the sky

Have pupils look at scene carefully and identify the locations of the various animals. Move all the animals and birds to a location behind the barn or behind some trees and bushes. Ask different individual pupils to tell where the animals were before.

Have the following poem written on a chart. After talking about the animals, display the chart and read the poem to the pupils.

"Hiding"

The cows were in the pasture.
The pigs were in the pen.
The dogs were in the barnyard
Chasing mother hen.
The ducks were in the pond.
The cats were in the tree.
The birds were in the sky
Flying over me.
Now, they've all gone away;
I'm lonely as can be.
Now I see them, there they are
Hiding from you and me.

3. Let's Read!

Pupils may read the poem in unison.

b) As a choral reading with different pupils reading 1st and 2nd parts.
c) Individual pupils may also want to read it.

4. Where Were You?

Have commands such as the following written on sentence strips: Sit in a swing. Climb the jungle gym. Get on the slide. Play ball under the trees. Jump rope on the sidewalk. Put strips on a table and have each pupil pick up one, read it, collect necessary items and go out to the playground. When pupils return to the classroom they can talk about each other and then write statements about each other, such as,

Some boys were under the trees.
Lucy was in a swing.
Gloria and Barbara were on the sidewalk.
etc.

**STRUCTURAL OBJECTIVE** 169 : Production of a statement using the "were" form of the verb "be".

Estimated Lessons: /1-3 /

| Teacher Cue: | Pupil Response: |
|---|---|
| Teacher sets up appropriate situation, gives examples, and says:<br>Now, let's talk in the same way. | The crayons were in the box just now.<br>Mike and Roger were in the hall just now. |

Suggested Context(s):

Classroom
Playground
Science (zoo, farm, etc.)
Social Studies (doll house)

Suggested Vocabulary:

Adverbial of Place
Phrases introduced in Unit XI

Nouns
Known nouns related to contexts
(See T.P. 4 for limitations.)

Suggested Resources and Materials:

Farm set
Flannel board scenes of farm, zoo, etc.
Doll house and furniture
Poem on chart (See activity 3.)

Teaching Points:

1. First production of "were", the plural past tense form of the verb "be".

2. $NP_1 + T + V_{be} + Adv_{pl} + Adv_{tm}$

$$T \longrightarrow \text{Past}$$
$$V_{be} \longrightarrow \text{were}$$
$$Adv_{tm} \longrightarrow \text{just now}$$

3.

| $NP_1$ | $T + V_{be}$ | $Adv_{pl}$ | $Adv_{tm}$ |
|---|---|---|---|
| the cows<br>you<br>Lucy & Gloria<br>etc. | were | in the barn<br>by the door<br>under the table<br>etc. | just now |

4. Limitations:
Subjects which can take the "were" form of the verb "be".
1) plural count nouns
2) conjoined couns
3) mass nouns with plural quantifiers
4) pronouns "you", "we", and "they"

5. The appropriate situation requires:
1) People or things to be talked about being visible at a certain place and moved to another place before talking about them.
2) The establishment of the referent for the pronoun "they".
3) The use of the determiner "the".

6. In this objective use adverbial phrases of place. Avoid the use of "here".

7. The adverbial of time "just now" is obligatory in this objective.

1. A Quick Look

Display a number of items on a table such as: a bag of sugar, a box of pencils, a glass of water, a cup of rice, etc. A group of pupils look at them for a short time. Other pupils move them off the table or out of their containers. (e.g.,

Put the sugar in a dish.
Pour the water in the sink.
Put the pencils on the table.
etc.)

Then let pupils produce the statements, such as:

The sugar was in the bag.
The pencils were in the box.

2. Puzzles

Have pupils put together several puzzles (the kind with large pieces). Remove a piece(s) from the puzzle and the pupils makes a statement about his puzzle. For example:

The sun was in the sky just now.
The horses were in the barn just now.

3. Tasting Party

Place on a table a variety of foods in different containers. Direct the pupils to choose a food "to taste". After the food is gone, the pupils can talk about what they ate. For example:

The crackers were on the plate just now.
The juice was in the glass just now.

4. Move The Furniture

Use a doll house and furniture for this activity. Direct a pupil(s) to put the furniture in the house. Then, you or another pupil can take it out. The first pupil can make statements, such as,

The couch was in the living room just now.
The chairs were in the kitchen just now.

5. Let's Read and Write

Use Activities No. 1 and 3 by having the pupils write the answers in addition to or in place of giving oral answers. In No. 1, you may write the commands on sentence strips and have the pupils read the commands.

## STRUCTURAL OBJECTIVE 170 : Production of statements contrasting the "was" and "were" forms of the verb "be".

Estimated Lessons: /2-4 /

| Teacher Cue: | Pupil Response: |
|---|---|
| Teacher sets up appropriate situation, gives examples, and says: | The sugar was in the bowl just now. |
| Now, let's talk in the same way. | The slices of bread were on the table just now. |

Suggested Context(s):

Classroom
Playground
Science (zoo, farm, etc.)
Social Studies (doll house)

Suggested Vocabulary:

Adverbial of Place
Phrases introduced in Unit XI

Nouns
Known nouns related to contexts

Suggested Resources and Materials:

Farm set
Flannel board scenes of farm, zoo, etc.
Doll house and furniture
Familiar objects (food, classroom supplies, etc.)
Puzzles
Food (real, imitation, and pictures)

Teaching Points:

1. Use of a contrast situation as a teaching strategy to reinforce the use of "was" and "were", the past tense forms of the verb "be".

2. $NP_1 + T + V_{be} + Adv_{pl} + Adv_{tm}$

$T \longrightarrow$ Past

$V_{be} \longrightarrow$ was / were

$Adv_{tm} \longrightarrow$ just now

3.

| $NP_1$ | $T + V_{be}$ | $Adv_{pl}$ | $Adv_{tm}$ |
|---|---|---|---|
| Mike | was | at his desk | just now |
| Gloria & Lucy | were | in the hall | |
| the horse | was | in the corral | |
| the goats | were | in the barn | |
| etc. | | etc. | |

4. Errors are probable in subject-verb agreement. Use Correction Technique No. 2.

5. Observe Teaching Points for S.O. 162 and 163.

## SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 171

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1. Right Place! Wrong Place!

Set up several ridiculous or humorous situations, such as:

a) Put eggs in a flower pot and flowers in an egg carton.
b) Put a lion in a barn and a cow in a cage.
c) Put a fish in a tree and a bird in the fish bowl.

Then move them to other places. Have pupils make statements such as:

a) The eggs are in the flower pot, but the flowers weren't.
b) The cow was in a cage but the lion wasn't.
c) The fish was in a tree, but the bird wasn't.

2. Stockpiling

Make a list of students who were absent yesterday. Have students make statements such as:

Mary was here yesterday, but Lucy wasn't.
Mike and Roger weren't here yesterday, but I was.

3. Play House

Prepare a play house or doll house and furniture with four rooms. (This may be a flannelboard house.) Have the furniture arranged in suitable locations. Prepare sentence strips with statements such as:

The sink was in the kitchen.
The chairs were in the livingroom.
The bed was in the bedroom.
etc.

Put sentence strips face down on a table. Remove furniture from play house. Have a pupil select a sentence strip, read it, and add a related negative statement using the conjunction "but". (e.g., The sink was in the kitchen, but the bed wasn't.)

4. Let's Write!

Use the play house prepared for Activity No. 3. Set it up and then remove the furniture. Prepare a worksheet with statements omitting the "be" verb and the conjunction "but".

The chairs _____ in the livingroom, _____ the bed _____.

Another worksheet may be prepared omitting the names for the furniture. e.g.:

The _____ was in the kitchen, but the _____ wasn't.

STRUCTURAL OBJECTIVE 171 : Production of a negative statement using "was" and "were" forms of the verb "be" conjoined to a related positive statement by the conjuntion "but".

Estimated Lessons: /2-3 /

| Teacher Cue: | Pupil Response: |
|---|---|
| Teacher sets up appropriate/ pretend situation, gives examples, and says: | 1. Lucy was here yesterday, but Gloria wasn't. |
| Now, let's talk in the same way. | 2. The apples were in the bowl, but the banana wasn't. |

Suggested Context(s):

Classroom (roll call)
Health (foods)
Social Studies (doll house)
Science (zoo, farm, etc.)

Suggested Vocabulary:

Nouns
- fruit items
- furniture items
- farm and zoo animals
- known people

Suggested Resources and Materials:

Fruit (real or imitation)
Doll house and furniture
Farm set
Flannel board scenes of farm, zoo, etc.
Teacher-prepared worksheet

Teaching Points:

1. Extension of the past tense of verb "be" by the negative transformation.

2. $NP_1 + T + V_{be} + Adv_{pl} + (Adv_{tm})$

$T \longrightarrow$ Past

$V_{be} \longrightarrow$ was, were

Negative Transformation

$NP_1 + T + V_{be} + Adv_{pl} + (Adv_{tm}) \Longrightarrow$

$NP_1 + T + V_{be} + not + Adv_{pl} + (Adv_{tm})$

Conjunction Transformation

$NP_1 + T + V_{be} + Adv_{pl} + (Adv_{tm})$

$NP_1 + T + V_{be} + not + Adv_{pl} + (Adv_{tm}) \Longrightarrow$

$NP_1 + T + V_{be} + Adv_{pl} + (Adv_{tm})$
$+ but + NP_1 + T + V_{be} + not$

3.

| $NP_1$ | $T + V_{be}$ | $Adv_{pl}$ | $Adv_{tm}$ |
|---|---|---|---|
| Mike | was | here | yesterday |
| the sink | | in the kitchen | |
| the pear | | on the table | |
| etc. | | etc. | |

| Conj. | $NP_1$ | $T + V_{be}$ | Neg |
|---|---|---|---|
| but | Roger & Bob | were | not |
| | the stove | was | not |
| | the oranges | were | not |
| | etc. | | |

4. The appropriate situation needs to be controlled as follows:
   1) For Pupil Response 1, establish with the class what pupils were absent the day before, then talk about the people.
   2) For Pupil Response 2, put several items of fruit in a bowl, but leave one or more on the table out of the bowl; after the fruit has been removed from the bowl, talk about the items.

5. In pupil response No. 1, the adverbial of time "here" is obligatory. In pupil response No. 2, the adverbial of time is optional.

6. Errors in subject-verb agreement are probable. Use C.T. 2.

## SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 172

### 1. Take-a-Walk

Take a small group of pupils for a short walk. As you walk call their attention to certain things you will talk about later, such as:

a) See the leaves on the ground.
b) See the nest in the tree, but the bird isn't
c) in the nest.
c) See the birds on the fence.
d) See the rocks on the sidewalk. Have some pupils remove them.
etc.

Return to classroom and ask "yes/no" questions. such as, "Was the bird in the nest?" Pupil response, "No, it wasn't.

### 2. Stockpiling

Stockpile names of pupils who were present and absent on the previous day. Then ask "yes/no" questions, such as: "Were Mike and Roger here, yesterday?" "Was Lucy here yesterday?" "Were you here yesterday?" Be sure pupils respond with correct shortened answer.

### 3. Grab Bag

Collect a variety of items and arrange in various places around the room. Prepare sentence strips with appropriate questions such as, "Were the balls in the box?"

Let pupils march around to marching music and move objects. Then have them return to a circle. Let each one pull a sentence strip from the Grab Bag. Pupils take turns showing their sentence strip to the teacher who reads the question and lets each pupil give a correct response.

### 4. Filling Out The Form

Prepare a worksheet which looks like a questionnaire. Direct the pupils to fill in their names, the date, their birthdates, and their census numbers. Then, they answer yes/no questions on the worksheet with appropriate shortened answers.

### 5. Earn an "E" or a Star

Use this for a reward technique. Prepare large colored "E's" and stars which are smaller than the "E's". When a pupil answers three questions correctly, pin an "E" on him. The stars are pinned on all the pupils who do not earn an "E".

## STRUCTURAL OBJECTIVE 172 : Production of a shortened answer with the past tense forms of the verb "be" in response to a "yes/no" question.

Estimated Lessons: /2-3 /

| Teacher Cue: | Pupil Response: |
|---|---|
| Teacher sets up appropriate situation and asks: | |
| (1) Was Mike here yesterday? | (1) Yes, he was./No, he wasn't. |
| Were you here last night? | Yes, I was./No, I wasn't. |
| (2) Were the books on the shelf (this morning)? | (2) Yes, they were./No, they weren't. |

Suggested Context(s):

Classroom (roll call)
Science (zoo, farm)
Social Studies (doll house)

Suggested Vocabulary:

Adverbials of Time
- yesterday
- last night
- this morning
- yesterday morning
- just now
- before
- etc.

Nouns
- Known nouns related to contexts

Suggested Resources and Materials:

Doll house and furniture
Farm set
Flannel board scenes of farm, zoo, etc.
Cardboard "stars" and "E's"
Worksheet activity (form)

Teaching Points:

1. Extension of the past tense of "be" by the "yes/no" question.

2. $\text{Sent Adv} + NP_1 + V_{be} + (\text{not})$

$$\text{Sent Adv} \longrightarrow \begin{Bmatrix} \text{yes} \\ \text{no} \end{Bmatrix}$$

$$NP_1 \longrightarrow \text{Pron}$$

$$V_{be} \longrightarrow \begin{Bmatrix} \text{was} \\ \text{were} \end{Bmatrix}$$

3.

| Sent Adv | NP | $V_{be}$ | (Neg) |
|---|---|---|---|
| Yes | I, he, she, it | was | — |
| No | | was | not |
| Yes | we, you, they | were | — |
| No | | were | not |

4. In question No. 1, the adverbial of time is obligatory. In question No. 2, the adverbial of time is optional

5. Randomize the situation to elicit both positive and negative responses and to elicit both "was" and "were".

6. Adverbials of time introduced in Unit XII may be used.

## SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 173

1. Stockpiling (See S.O. 172)

Make a chalkboard list of where each student was on the previous day and in the evening. Then ask suitable questions about them. Responses should be given in relation to what is on the chalkboard to make it more realistic.

2. Quiz Show

Arrange an area of the classroom to represent a TV Quiz program--a section for a panel of five and a podium for a "Quizzer". Select panel and "Quizzer" and let them take their places. "Quizzer" holds up a card on which is written the names of a variety of items he is going to collect. Panel identifies for themselves the location of these items. "Quizzer" displays card for a time limit set by teacher. Then he proceeds to pick up listed items and put them in a box. He returns to podium and begin quizzing by asking panel member, "Was the ball in a box?" Panel member gives appropriate answer of "Yes, it was." or "No, it wasn't." If answer is incorrect; question goes to next panel member. Teacher or Aide keeps score and panel member who answers the most questions correctly receives a reward.

3. Where Was It

Collect a variety of items (from 4 to 6) and place them at various places in the room. All pupils observe the location of these items. A pupil is selected to be "It" who goes outside the room. Another pupil is selected to move one or more of the objects. "It" returns to the room and is asked, by the other pupil, questions about the objects. For example:

> Was the book on the table just now?
> Were the crayons beside the globe just now?

4. Let's Write

Use all the previous activities to have the pupils write answers in place of giving oral responses.

STRUCTURAL OBJECTIVE 173: Production of a "yes/no" question with the past tense forms of the verb "be".

Estimated Lessons: /2-3 /

| Teacher Cue: | Pupil Response: |
|---|---|
| Teacher sets up appropriate situation, gives examples, and says: | Dialog 1<br>P1: Was the book on the table (just now)?<br>P2: Yes, it was./No, it wasn't. |
| 1. Mike, ask Roger if the book was on the table just now. | Dialog 2:<br>P1: Was Gloria here yesterday?<br>P2: Yes, she was./No, she wasn't. |
| 2. Lucy, ask me if Gloria was here yesterday. | |

Suggested Context(s):

Classroom (roll call)
Science (zoo, farm)
Social Studies (doll house)
Art

Suggested Vocabulary:

| Adverbials of Time | Nouns |
|---|---|
| yesterday<br>last night<br>this morning<br>yesterday morning<br>just now<br>etc. | Known nouns related to contexts |

Suggested Resources and Materials:

Doll house and furniture
Farm set
Flannel board scenes of farm, zoo, etc.
Art supplies
Items for Quiz Show
Blindfold

Teaching Points:

1. Extension of the past tense of "be" by pupil production of the "yes/no" question.

2. This is a "yes/no" question transformation of the statement:

$$NP_1 + T + V_{be} + Adv_{pl} + (Adv_{tm})$$

e.g., The pencil was in my desk (just now).

Yes/No Question Transformation

$$NP_1 + T + V_{be} + Adv_{pl} + (Adv_{tm}) \rightarrow$$

$$T + V_{be} + NP_1 + Adv_{pl} + (Adv_{tm})$$

3.

| $T + V_{be}$ | $NP_1$ | Adv pl | Adv tm |
|---|---|---|---|
| were | Mike & Roger | here | yesterday |
| were | you | here | yesterday |
| was | the cow | in the barn | just now |
| was | the chair | beside the table | just now |
| | etc. | etc. | |

4. In the indirect question in the teacher cue, the adverbial of time is obligatory. In the direct question in pupil dialog 1, the adverbial of time is optional.

5. Randomize the situation to elicit both positive and negative questions and to elicit both "was" and "were".

## SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 174

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1. Stockpiling

   List on the chalkboard where pupils were at various times (e.g., yesterday, on Saturday, etc.) Pupils use the information to ask and answer the question in this objective.

2. Where Was It!

   Divide the class into teams of 4-5 pupils each. Place several objects in various locations about the room. Conduct as follows:

   Teacher: (to member of Team 1) Bring me the ball. (Pupil gets ball and takes to teacher.)

   Teacher: (to member of Team 1) Mike, ask Roger where the ball was before.

   Mike: Roger, where was the ball before?

   Roger (A member of Team 2): On the book case.

   You can keep score and give a point for each correct response.

The following activities may be adapted to fit this objective:

3. Science Search (S.O. 167)

4. Sand Box Fun (S.O. 167)

5. Story Time (S.O. 167)

6. Where, O, Where? (S.O. 167)

7. The Farm (S.O. 169)

8. Tasting Party (S.O. 170)

9. Move The Furniture (S.O. 170)

10. Grab Bag (S.O. 172)

## STRUCTURAL OBJECTIVE 174 : Production of the "where" question with the past tense forms of the verb "be".

Estimated Lessons: /2-3 /

| Teacher Cue: | Pupil Response: |
|---|---|
| Teacher sets up appropriate situation, gives examples, and says:<br>1. Mike, ask Roger where the book was before. | Dialog 1<br>P1: Where was the book (before)?<br>P2: On the table. |
| 2. Lucy, ask me where the girls were yesterday. | Dialog 2<br>P1: Where were the girls yesterday?<br>P2: Here.<br>At Gallup. |

Suggested Context(s):

Classroom (roll call)
Social Studies (doll house)
Science (zoo, farm)
Art

Suggested Vocabulary:

Known adverbials of time

Known nouns related to contexts

Suggested Resources and Materials:

Doll house and furniture
Farm set
Flannel board scenes of farm, zoo, etc.
Art supplies
Classroom items, toys, etc.
Story on chart (See activity 3.)

Teaching Points:

1. Extension of the past tense of "be" by pupil production of the "where" question.

2. This is a "wh" question transformation of the statement:

$NP_1 + T + V_{be} + Adv_{pl} + (Adv_{tm})$

e.g., Mike was here yesterday.

"Wh" Question Transformation

$NP_1 + T + V_{be} + Adv_{pl} + (Adv_{tm}) \Longrightarrow$

$NP_1 + T + V_{be} + where + (Adv_{tm}) \Longrightarrow$

$where + T + V_{be} + NP_1 + (Adv_{tm})$

3.

| Int Pron | $T + V_{be}$ | $NP_1$ | $Adv_{tm}$ |
|---|---|---|---|
| where | was | Gloria | yesterday |
| | | the tractor | (just now) |
| | | the boys | last night |
| | | the chickens | (before) |
| | | etc. | etc. |

4. In the indirect question in the teacher cue, the adverbial of time is obligatory. In the direct question in pupil dialog 1, the adverbial is optional.

5. Randomize the situation to elicit both positive and negative questions and to elicit both "was" and "were".

6. The response to the "where" question is a short answer. Discourage the use of shortened answers since they tend to be unnatural.

1. Hide n'Seek

Play the game "hide n'seek" in the classroom or on the campus somewhere. After everyone has been found, ask questions about where they hid. For example: "Who was behind the cabinet just now?" "Who was under the table just now?" After the questions have been answered, play "hide n'seek" again.

2. Stockpiling

List on the chalkboard which pupils were absent the day before. Then ask questions, such as: "Who was here/absent yesterday?"

3. A Quick Look

Place ten or more familiar items in a small box (e.g., shoe box). Have each pupil take a "quick look" in the box. Then remove all the items but conceal them from the pupils view. Show the empty box to the group, then ask:

What was in the box just now?

Multiple answers are possible, such as:

A thimble and some thread.

4. Funny Questions

Collect a set of animal picture cards. Shuffle the cards and give each pupil one card, face down. Ask "funny" questions, and have the pupils respond with the animal on his card. For example:

T: What was in your bed last night?
P1: A lion.
T: What was in your soup last night?
P2: A frog.

T: What was in the shower last night?
P3: Some elephants.
......

5. Let's Write

Prepare a worksheet with answers to the question of the objective, omitting "was/were". For example:

1. John ______.
2. The cats ______.
3. They ______.
4. The rabbit ______.

......

Ask oral questions and have the children answer them on the worksheet. The questions may be written if the children are at that reading level.

## STRUCTURAL OBJECTIVE 175 : Production of short/expanded short answers in response to "what" and "who" questions with the "was" form of the verb "be".

Estimated Lessons: /2-3 /

| Teacher Cue: | Pupil Response: |
|---|---|
| Teacher sets up appropriate situation, gives examples, and asks: | |
| 1. Who was here yesterday? | 1. Mike (was).<br>The boys (were). |
| 2. What was in the box just now? | 2. A pencil.<br>(Some) pencils. |

**Suggested Context(s):**

- Classroom (roll call)
- Social Studies
- Science

**Suggested Vocabulary:**

- Known adverbials of time
- Known nouns related to contexts

**Suggested Resources and Materials:**

- Doll house and furniture
- Farm set
- Flannel board scenes of farm, zoo, etc.
- Sand box
- Materials for checker game
- Teacher-prepared worksheet

**Teaching Points:**

1. Extension of the past tense of "be" by "what" and "who" questions.

2. 1) $NP_1 \rightarrow Det + N_{proper} + (V_{be})$

$Det \rightarrow \emptyset$

$V_{be} \rightarrow$ was, were

2) $NP_1 \rightarrow Det + N_{count}$

$Det \rightarrow \left\{\begin{matrix} a/an \\ \emptyset \text{ or some} \end{matrix}\right\}$

3. 1)

| Det | $N_{proper}$ | $(V_{be})$ |
|---|---|---|
| ∅ | Lucy | (was) |
| ∅ | Mike & Roger | (were) |
| the | girls | (were) |
| | etc. | |

2)

| Det | $N_{count}$ |
|---|---|
| a | bat |
| ∅ | balls |
| some | gloves |
| | etc. |

4. In the question, the averbial of time is obligatory.

5. Note that "were" is not used in the "who" and "what" questions when followed by an adverbial of place.

6. Although "some" as a determiner is optional in the response, "some pencils" is more natural than "pencils".

7. In presenting this objective, give all pupils the opportunity to answer both questions.

The activities in S.O. 175 may be adapted for this objective if the pupils ask the questions instead of the teacher.

1. Hide n'Seek

2. Stockpiling

3. A Quick Look

4. Funny Questions

5. Let's Write

6. Dialog Bee

   Conduct as if a spelling bee. Pupil 1 on the first team asks Pupil 1 on the second team a question. If the question and answer are both correct, they continue to play. If either a question or response is incorrect, that pupil must be seated. The team with the most members standing at the end of the game is the winner.

7. Circle Game

   Prepare 6 or more large colored circles from tag or cardboard. Place on the floor, and direct pupils to stand in each circle. Sing a favorite song, then have the pupils to sit down. Pupils then ask each other questions about who was in the circles. For example:

   Who was in the red circle just now?
   Who was in the green circle just now?

## STRUCTURAL OBJECTIVE 176 : Production of "what" and "who" questions with the "was" form of the verb "be".

Estimated Lessons: /2-3 /

| Teacher Cue: | Pupil Response: |
|---|---|
| Teacher sets up appropriate situation, gives examples, and says: | |
| 1. Mike, ask Lucy what was by the sink just now. | Dialog 1<br>P1: What was by the sink just now?<br>P2: The trash can. |
| 2. Roger, ask me who was at the game last night. | Dialog 2<br>P1: Who was at the game last night?<br>P2: {Lucy (was).<br>The girls (were).} |

Suggested Context(s):

Classroom
Social Studies
Science

Suggested Vocabulary:

Known adverbials of time
Known nouns related to contexts

Suggested Resources and Materials:

Doll house and furniture
Farm set
Flannel Board scenes of zoo, farm, etc.
Toy telephones
Familiar objects
Large colored cardboard circles

Teaching Points:

1. Extension of the past tense of "be" by pupil production of the "what" and "who" questions.

2. This is a "wh" question transformation of the statement:
$NP_1 + T + V_{be} + Adv_{pl} + (Adv_{tm})$

e.g., Mike was here yesterday.

"Wh" Question Transformation

1) $NP_1 + T + V_{be} + Adv_{pl} + (Adv_{tm}) \Longrightarrow$
$what + T + V_{be} + Adv_{pl} + (Adv_{tm})$

2) $NP_1 + T + V_{be} + Adv_{pl} + (Adv_{tm}) \Longrightarrow$
$who + T + V_{be} + Adv_{pl} + (Adv_{tm})$

3.

| 1) Int Pron | $T + V_{be}$ | $Adv_{pl}$ | $Adv_{tm}$ |
|---|---|---|---|
| what | was | in the box<br>under the table<br>etc. | just now |

| 2) Int Pron | $T + V_{be}$ | $Adv_{pl}$ | $Adv_{tm}$ |
|---|---|---|---|
| who | was | at the movie<br>etc. | last night<br>this morning |

4. Note that "were" is not used in the "who" and "what" questions when followed by an adverbial of place.

5. All pupils should be given the opportunity to ask both questions.

## UNIT XX: Demonstratives

S.O. 177: Production of statements contrasting grammatical agreement in singular and plural sentences.

S.O. 178: Production of a statement using the demonstratives "that" and "those" as the subjects.

S.O. 179: Production of a statement using a demonstrative determiner.

S.O. 180: Production of a short answer using a demonstrative determiner in response to a "which" question.

S.O. 181: Production of a short answer using a demonstrative determiner in response to a "which" question with a possessive.

S.O. 182: Production of a statement with a possessive noun or pronoun as a predicate noun.

**Pacing:**

Lessons: 9 - 17

Weeks: 2 (Maximum)

**Related Texts:**

American English Series

Book I: Units 12 - 15

Book II: Unit 7

1. Pointing Fun

Display a large scene of a zoo, farm, or city. Decorate a pointer with paper pom-poms or in some other attractive manner. Seat a small group of pupils in a semi-circle around the picture scene. Use spin-a-bottle technique for pupil selection. The selected pupil picks up the pointer, points to anything he wishes, and then tells about it using statements such as: This is a zebra. These are monkeys.

2. Playhouse Fun

Set up a doll playhouse or prepare a large sheet showing a four room house. Divide the group into two teams. Use pointer made for Activity No. 1. A pupil of Team 1 points to something in the house. A pupil from Team 2 must tell what it is. If he responds correctly, he points to something for Team 1 pupils to talk about. Each correct response scores a point. Reward winning team.

3. Grab Bag

Collect a variety of items which you put in sets of one or more than one. Items may be bound together with rubber bands, string, or tape. Put items in a bag. Use name cards for pupil selection. The selected pupil pulls something from the bag and tells what it is in a statement such as: These are marbles. This is a ball.

A fish pond may be used instead of a grab bag.

4. Reading Fun

Use chart displayed in Activity No. 1. Prepare sentence strips about the various animals or things in the scene. Place strips face down on a table. Pupil selects a strip, reads it, and points to the correct thing in the scene.

Adaptation of this for Activity No. 3 can be fun. Prepare sentence strips for objects in the grab bag. Display the strips and read them aloud with the pupils. A pupil pulls an item from the bag and matches it with the correct sentence strip.

5. Draw and Write

Prepare a worksheet of sentences as follows:

______ are cars.

______ is a doll.

These ______ apples.

This ______ a carrot.

Pupils draw the object(s) in the box and in the blank write the correct word.

STRUCTURAL OBJECTIVE 177 : Production of statements contrasting grammatical agreement in singular and plural sentences.

Estimated Lessons: /1-3 /

| Teacher Cue: | Pupil Response: |
|---|---|
| Teacher sets up appropriate situation and says: | (1) This is a bird.<br>These are feathers. |
| Let's talk in the same way. | (2) This is a large watermelon.<br>These are tiny grapes. |

Suggested Context(s):

Science
Health (foods)
Math
Social Studies (home life and furniture)

Suggested Vocabulary:

Adjectives

color terms
size terms
shape terms
texture terms

other
pretty
nice
good

Suggested Resources and Materials:

Classroom items and supplies
Toy animals
Items of food (real or imitation)
Pictures of animals, food, etc.
Doll house and furniture
Items for fishing game (See activity 3.)
Items for grab bag (See activity 4.)

Teaching Points:

1. This objective is the same as S.O. 82, however, it is extended by the use of adjectives before the predicate noun.

2. $NP_1 + V_{be} + NP_1$

$$NP \longrightarrow \begin{Bmatrix} Subj \\ Pred\ Noun \end{Bmatrix}$$

$Subj \longrightarrow$ this, these

Adjective Transformation

$$\begin{matrix} NP_1 + V_{be} + NP_1 \\ NP_1 + V_{be} + Adj \end{matrix} \Longrightarrow NP_1 + V_{be} + Adj + NP_1$$

3.

| $NP_1$ | $V_{be}$ | Det | (Adj) | $NP_2$ |
|---|---|---|---|---|
| this | is | a | (pretty) | picture |
| these | are | $\emptyset$ | (nice) | clothes |
| | | | etc. | etc. |

4. Errors are probable due to the number of changes necessary between singular and plural.

5. Start with known adjectives. Introduce new ones when the pupils are ready. See Suggested Vocabulary.

6. During the presentation phrase of the lesson use known count nouns. Introduce new vocabulary during practice and application phases. This is an excellent opportunity to build vocabulary.

1. Time to Unpack
(A review activity for "This" and "These")

In an art class have pupils prepare small suitcases or travel kits from boxes or paper bags. They can draw or collect pictures of items to pack in the kit. A pupil will unpack his kit and identify each item using statements such as: "These are socks." This is a comb".

2. Binocular View

Have pupils prepare play binoculars in an art class previous to this activity. Using his binoculars, pupil looks out the window, selects something he sees, points to it and says, "That is a tree," "Those are houses."

3. Spaceman's Visit

Prepare a costume for a spaceman and collect a large variety of toys. As in a toy store, arrange some of them in sets of one and more than one on a table for pupils to touch. On these sets write identifying statements such as: "These are cars." "This is a wagon." Arrange some of them on a high shelf or cabinet that the pupils cannot reach. These are not identified by cards. A pupil is selected and puts on the spaceman suit. Another pupil volunteers to take him to the toy store. A pupil will pick up an item from the table and read the label (e.g., "This is a truck." "These are marbles.") He will point to something on the shelf and say, "That is a ball." "Those are dolls."

4. This-That-These-Those Finger Play

Write this fingerplay on the chalkboard. Dramatize it for the pupils. Have pupils read and dramatize it.

This is my head. (Point to head.)
These are my toes. (Point to toes.)
These are my feet. (Point to feet.)
This is my nose. (Point to nose.)

That is your mouth. (Point to another pupil's mouth.
These are my hips. (Point to your own hips.)
Those are your arms. (Point to another pupil's arms.)
These are my lips. (Point to your own lips.)

This is my room. (Wave arms)
These are my books. (Pick up two books.)
This is my chair. (Point chair.)
Please take a look.

5. Fill-in-the-Blank

Prepare a worksheet on which the Finger Play is written leaving blanks for the words "This" and "These". Distribute and let pupils fill in the correct words.

STRUCTURAL OBJECTIVE 178 : Production of statements using the demonstratives "that" and "those" as subjects.

Estimated Lessons: /1-3 /

| Teacher Cue: | Pupil Response: |
|---|---|
| Teacher sets up appropriate situation, gives examples, and says:<br>Let's talk in the same way. | 1. That is a tree.<br>Those are leaves.<br>2. This is a marble.<br>That is a ball.<br>3. These are crayons.<br>Those are pencils. |

Suggested Context(s):

Classroom (supplies and equipment)
Science
Social Studies
Math
Health (foods)

Suggested Vocabulary:

Known adjectives and count nouns

Suggested Resources and Materials:

Classroom items and toys
Binoculars (play or real)
Items for traveling (See activity 2.)
Sentence strips (See activity 3.)

Teaching Points:

1. Introduction of demonstratives "that" and "those".

2. $NP_1 + V_{be} + NP_2$

$$NP \longrightarrow \begin{Bmatrix} Subj \\ Pred\ Noun \end{Bmatrix}$$

$$Subj \longrightarrow \text{this, that, these, those}$$

$$Pred\ N \longrightarrow Det + N_{count}$$

Adjective Transformation

$$\left.\begin{array}{l} NP_1 + V_{be} + NP_1 \\ NP_1 + V_{be} + Adj \end{array}\right. \longrightarrow NP_1 + V_{be} + Adj + NP_1$$

| 3. NP | $V_{be}$ | Det | $N_{count}$ |
|---|---|---|---|
| 1) that | is | a | book |
| those | are | Ø | magazines |
| 2) this | is | an | eraser |
| that | | a | ruler |
| 3) these | are | Ø | cups |
| those | | Ø | glasses |
| | | | etc. |

4. Setting up the situation requires appropriate placement of items to illustrate the distinction between "this" and "that" and "these" and "those". This distinction depends on the distance involved and/or the situation in which it is used. The situation should help the pupil clearly indicate as naturally as possible what he is talking about.

5. Pupil response No. 1 contrasts "that" and "those"; No. 2 contrasts "this" and "that"; No. 3 contrasts "these" and "those". Present all three separately and then contrast all four demonstratives.

1. Taste and Tell Party

Prepare a variety of goodies such as candy, lemons, salty nuts, cookies, etc. Teacher and pupil taste a goody and say, "This orange is good." "These nuts are salty." "This cookie is sweet." etc.

2. Tele-View

Select a filmstrip with distinct pictures. As it is shown, hold the picture at various times and direct a pupil to talk about a specific thing in the picture. For example:

T: Talk about the horse.
P: That horse is big.
T: Talk about the houses.
P: Those houses are white.

3. Grab Bag

Prepare a number of flash cards with labels of familiar objects (e.g., a rock, buttons, pencils, a pen, marbles, etc.) Put the cards in a bag and some objects on a table and some on a high shelf. A pupil pulls a card from the bag and matches it to the object. If object(s) is on the table, he takes the object and says, "This rock is small." or "These buttons are red." If the object is on the shelf, he points to it and says "That cat is big." "Those pigs are fat."

4. Unscramble Us

Use objects on the table and on the shelf as in Activity 3, S.O. 178. Write scrambled sentences about them on the chalkboard or a worksheet. Let pupils unscramble them.

5. Flash Card Writing

Prepare a set of flash cards. Pass a card to each pupil. Direct the pupil to write about his flash-card. (Example: The child gets a picture that shows a big rock. The child writes on a separate sheet of paper, "This rock is large.") The pupils may exchange cards at least four times, and each time write about his picture. At the end of the game the child should have at least five sentences that he has written about pictures that he observed.

## STRUCTURAL OBJECTIVE 179 : Production of a statement using a demonstrative determiner.

Estimated Lessons: /1-2 /

| Teacher Cue: | Pupil Response: |
|---|---|
| Teacher sets up appropriate situation and says: | This rock is large. |
| Let's talk in the same way. | Those pebbles are small. |

Suggested Context(s):

Science
Art
Math
Social Studies

Suggested Vocabulary:

See T.P. 4.

Suggested Resources and Materials:

Items collected from outdoors and put in science center
Items of food (real)
Filmstrip, films, etc.
Cards with labels of familiar items
Flashcards with pictures

Teaching Points:

1. Introduction of demonstration determiners.

2. $NP_1 + V_{be} + Adj$

$NP_1 \longrightarrow Det + N$

$Det \longrightarrow Dem$

$Dem \longrightarrow$ this, these, that, those

3.

| Dem | Noun | $V_{be}$ | Adj |
|---|---|---|---|
| this | cake | is | good |
| these | nuts | are | salty |
| that | dog | is | brown |
| those | horses | are | big |
| | etc. | | etc. |

4. During the presentation phase of the lesson, use known nouns and adjectives. During the practice and application phases, introduce new vocabulary. This structure lends itself to vocabulary development.

5. Randomize the situations in order to elicit the four demonstratives. Be sure pupil indicates correctly for the demonstrative used.

6. See S.O. 178 T.P. 4 about setting up the appropriate situation.

## SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 180

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1. Toy Store

Set up a toy store with a variety of toys (e.g., marbles, yo-yos, jacks, balls, trucks, stuffed animals, airplanes, etc.) Cut-outs or models of these may be used. As a pupil comes to buy, ask a question such as, "Here are some trucks. Which one do you want?" The pupil response with, "This one" indicating the one he wants by picking it up.

2. Treasure Chest

Prepare a box as a treasure chest. Pupils and teacher collect a variety of items and puts them in sets. Pull some things from the box and make the appropriate statement and question such as:

T: Here are some toys.
Which one do you want?

P: This one. (Touches or picks up the one he wants.)

T: Here are some crayons.
Which ones do you want?

P: These. (Touches or picks up the ones he wants.)

3. Look and Claim

Collect items from pupils and label them with name tags. Arrange the items on a table for the pupils to see. Ask individual pupils the question, "Which one is yours?" Pupil picks up his own and says, "This one." Then ask the same pupil, "Which one is Mike's?" Pupil picks up Mike's and says, "This one." Teacher says, "Give it to him." After all pupils have participated, they may read the following poem from chalkboard:

Whose?

Which ones are yours?
Which one is Bill's?
Which ones are his?
Which one is Phil's?

This one is mine.
That one is Harry's.
These are yours.
Those are Mary's.

5. Fill-in-the-Blank

Prepare worksheet leaving a blank for each word underlined in the poem in Activity No. 3. Have each pupil fill-in-the-blanks and read the poem to you.

STRUCTURAL OBJECTIVE 180 : Production of a short answer using a demonstrative determiner in response to a "which" question.

Estimated Lessons: /2-3 /

| Teacher Cue: | Pupil Response: |
|---|---|
| Teacher sets up appropriate situation and says: | |
| (1) Here are some books.<br>Which one do you want? | (1) This one.<br>That one. |
| (2) Here are some crayons.<br>Which ones do you want? | (2) These.<br>Those. |

Suggested Context(s):

Classroom (supplies)
Health (foods)
Art
Music
Science

Suggested Vocabulary:

Known count nouns

Suggested Resources and Materials:

Classroom items and supplies
Toys
Items for treasure chest
Chart with poem (See activity 3.)
Items of food
Pictures of various familiar items

Teaching Points:

1. Extension of the demonstrative determiners "this" "these", "that", "those" by answering the "which" question.

2. Pupil Response No. 1

$NP_2 \longrightarrow Det + Pron$
$Det \longrightarrow Dem$
$Dem \longrightarrow$ this, that
$Pron \longrightarrow$ one

Pupil Response No. 2

$NP_2 \longrightarrow Det$
$Det \longrightarrow Dem$
$Dem \longrightarrow$ these, those

3.

| (1) Dem | Pron | (2) Dem | Pron |
|---|---|---|---|
| this | one | these | — |
| that | | those | — |

4. With the singular demonstrative (P.R. 1), the pronoun is obligatory. With the plural demonstrative (P.R. 2), the pronoun must be deleted.

5. The verb in this objective is limited to "want" because of the conceptual difficulties involved in using the other verbs of this class, "see", "have", and "need".

6. The appropriate situation is highly controlled because it requires the use of sets of things (three or more) which belong to the same class (e.g., toys, fruit, etc.) or which are identical but have differentiating criteria (e.g., a red crayon, etc.). The teacher places the set of things on a table and asks the question. When the pupil chooses which one(s) he wants, he indicates the thing(s) and responds appropriately.

7. Randomize to elicit the four demonstrative determiners of this objective.

1. Look and Claim (See S.O. 180)

Prepare as for similar activity in S.O. 180. Select a pupil and proceed as follows: Call pupil to come forward and stand by your desk.

T: Here are some coats. Which one is yours?
P: (Taking his coat) This one.

Call another pupil and direct him to stand by his desk.

T: Here are some crayons. Which ones are yours?
P: (Pointing) Those.

(Be sure to tie sets of more than one together.)

2. Toy Store (See S.O. 180)

Proceed as directed in Activity No. 1 in S.O. 180, making sure that the store display has some items on a counter (table) where they can be picked up and some on a shelf they cannot reach, so that they point and use "that" and "those".

3. Let's Read!

Prepare the story on a chart for reading.

### The Lost Coats

One day Mike's coat was not on the coat rack. Lucy's coat was not on the rack either. They looked and looked. Lucy looked again at the coats on the rack. She said, "This coat is Roger's. That coat is Mary's. Those coats are big. Mike, our coats are not here." They went home. They were sad. Their mother was sad, too.

The next morning Mother said, "Look carefully for your coats, today." They went to school. The teacher found some coats in the office. She said, "Here are some coats. Which one is yours, Lucy?" "This one," said Lucy, "and that one is Mike's."

4. Look and Find

Prepare a worksheet on which is written the above story. Distribute to pupils and have them find and underline each sentence that has "this", "that", "these" or "those" in it. Let them copy the sentences. Check for capital letters, apostrophes, periods and neat handwriting.

STRUCTURAL OBJECTIVE 181 : Production of a short answer using a demonstrative determiner in response to a "which" question with a possessive.

Estimated Lessons: /1-2 /

| Teacher Cue: | Pupil Response: |
|---|---|
| Teacher sets up appropriate situation and says: | |
| (1) Here are $\left\{\begin{matrix}\text{some}\\ \text{our}\end{matrix}\right\}$ coats. | (1) |
| Which one is yours?<br>Which one is Mike's? | P1: This one.<br>P1 or P2: That one. |
| (2) Here are some math papers. | (2) |
| Which ones are yours?<br>Which ones are Mike's? | P1: Those.<br>P1 or P2: These. |

Suggested Context(s):

Social Studies (Personal belongings)
Math
Art

Suggested Vocabulary:

Possessive Pronouns
mine
yours
his
hers
its
ours
theirs

Known nouns

Suggested Resources and Materials:

Items of pupils' clothing
Classroom items belonging to pupils
Any item belonging to pupils
Story on chart (See activity 3.)

Teaching Points:

1. Introduction of possessive nouns and pronouns as predicate nouns. This objective serves as a pre-familiarization of possessives functioning as predicate nouns.

2. Pupil Response No. 1

$NP_1 \longrightarrow$ Det + Pron
Det $\longrightarrow$ Dem
Dem $\longrightarrow$ this, that
Pron $\longrightarrow$ one

Pupil Response No. 2

$NP_1 \longrightarrow$ Det
Det $\longrightarrow$ Dem
Dem $\longrightarrow$ these, those

3.

| (1) Dem | Pron | (2) Dem | Pron |
|---|---|---|---|
| this<br>that | one | these<br>those | —<br>— |

4. Make certain the things talked about are actual possessions of the pupils in order to reinforce the concept of ownership. This may include the things the children own, collect, or make. See Suggested Activities.

5. Be sure the pupils use the appropriate determiner for the items indicated. Use C.T. No. 2.

6. See S.O. 180, T.P. 4.

7. Randomize the situations in order to elicit all the possessives.

## SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 182

### 1. Look and Identify

Prepare a pretend attic and treasure chest. Collect and label personal items as in S.O. 180. Designate one place in the room as an attic and put the treasure chest in the chest. Selected pupil goes to the attic and pulls out something. He identifies it by producing a statement such as:

This ring is mine.
These balls are Mike's.
(Takes something to a pupil and says:)
This pencil is yours.

Or

He may hold up the item(s) and the teacher selects another pupil to talk in the same way except he will use "that" or "those" in the statement.

### 2. Pocketful of Fun

In art class have pupils make a variety of small toys or other items of papier mache. Have each pupil write his name on the things he makes. Have pupils collect some of their own and some of their friends' items and put in their pockets or a paper bag. A pupil may come forward and empty his pockets or his bag on a table. Then he may show each item and identify with statements as in activity one. Other pupils may help identify some of the things so "that" and "those" can be used.

### 3. Unscramble Me!

Use items collected from pupils. Write each pupil's name on the chalkboard and the items he contributes under his name.

Prepare a worksheet of scrambled sentences using "this", "these", "that" and "those". Let pupils unscrambled the sentences and read them.

### 4. Roll-A-Word

Make several cubes (3" x 3" x 3") out of heavy cardboard. On each side write a word of a familiar object possessed by a pupil. Select a pupil to roll a cube. He then makes a sentence about the word which appears on top. For example:

This coat is mine.
These books are mine.

One cube may have possessives written on it. The pupil then rolls two cubes and makes a sentence using both words. For example, if the words are "ring" and "John's", then a sentence would be: "This ring is John's."

(Instead of making cubes from cardboard, you may use wooden blocks or cubes, write words on masking tape, and tape the words to the sides.)

**STRUCTURAL OBJECTIVE 182 : Production of a statement with a possessive noun or pronoun as a predicate noun.**

Estimated Lessons: /3-4 /

| Teacher Cue: | Pupil Response: |
|---|---|
| Teacher sets up appropriate situation and says:<br>Let's talk in the same way. | This candy is mine.<br>These jacks are yours.<br>That basketball is Mike's.<br>Those hairbrushes are the girls. |

Suggested Context(s):

Health (food)
Social Studies (Personal possessions)
Art

Suggested Vocabulary:

| Possessive Pronouns | | Known nouns |
|---|---|---|
| mine | its | |
| yours | ours | |
| his | theirs | |
| hers | | |

Suggested Resources and Materials:

Items of pupils' clothing
Classroom items belonging to pupils
Any item belonging to pupils
Sentence strips (See activity 3.)
Word cubes (See activity 4.)

Teaching Points:

1. Reinforcement of the demonstrative determiners "this", "these", "that", "those" and extension of possessives as predicate nouns by production of a statement.

2. $NP_1 + V_{be} + NP_1$

$$NP_1 \longrightarrow \left\{\begin{matrix}\text{Subj}\\ \text{Pred Noun}\end{matrix}\right\}$$

$$\text{Subj} \longrightarrow \text{Dem} + \text{Noun}$$

$$\text{Dem} \longrightarrow \text{this, these, that, those}$$

$$\text{Pred N} \longrightarrow \left\{\begin{matrix}\text{Poss Noun}\\ \text{Poss Pron}\end{matrix}\right\}$$

3.

| Dem | N | $V_{be}$ | Pred N | $Z^3$ |
|---|---|---|---|---|
| this/ | picture | is | mine | — |
| that | jacket | | Gloria | 's |
| | pen | | Mrs. Carter | 's |
| these/ | books | are | ours | — |
| those | marbles | | Mike | 's |
| | combs | | the boy | 's |
| | etc. | | etc. | |

4. Make certain the things talked about are actual possessions. See S.O. 181, T.P. 4.

5. Errors are probable in use of possessives. Use C.T. No. 2. Watch for errors in determiner-subject-verb agreement.

# Appendix A: Outline of Grammatical Structures

This appendix summarizes the grammatical structures, syntactic and morphological, included in NALAP, Book 2. Many of these structures were introduced in Book 1 and are being reinforced and/or extended in Book 2. The numeral indicates where the structure is first presented in this book. For example, XI:87 indicates that the structure first appears in Unit XI, Structural Objective 87. If the numeral is enclosed in a box (e.g., $\boxed{\text{XI:92}}$ ) it indicates that the structure, or an aspect of the structure, is being introduced for the first time in the NALAP materials and was not presented in Book 1. Roman numeral(s) which follow indicate the units where the structure is spiralled and extended in this volume. Three dots (i.e.,...) indicate that the spiralling is found in all the units which follow.

It is recommended that this Appendix be used in conjunction with Appendix B: Glossary which immediately follows. These two appendixes are intended as resources for the user of NALAP to assist with understanding the overall scope, sequence, and grammatical concepts within the NALAP program.

## Outline of Grammatical Structures

### Basic Sentences

A basic sentence is the base or kernal sentence upon which transformations may operate. In traditonal grammar, basic sentences were declarative-type sentences. English has a limited number of basic sentences of which six are found in Book 2.

The initial production of a basic sentence will usually not be in the statement form. For example, Sentence No. 1 ($NP_1 + V_{be} + Adv_{place}$) first occurs in the WH question form because it is easier to practice with young children. The statement form usually follows a few objectives later.

| Basic Sentences | Examples | Unit |
|---|---|---|
| 1. $NP_1 + V_{be} + Adv_{place}$ | Mike is in the hall.<br>The girls are here. | XI:92, XIX |
| 2. $NP_1 + V_i + (Adv)$ | I went to a movie last night.<br>The bell rings every morning. | XII:104, XIV, XV |
| 3. $NP_1 + V_t + NP_2 + (Adv)$ | The boys made their beds.<br>I need a pencil. | XII:104, XIII, XIV, XV, XVII, XVIII |
| 4. $NP_1 + V_{be} + NP_1$ | This is my jacket.<br>These books are Lucy's | XIII:121, XX |
| 5. $NP_1 + V_t + NP_2 + NP_3$ | I wrote a latter to him. | XV:136 |
| 6. $NP_1 + V_{be} + Adj$ | This rock is large. | XX:179 |

### Transformed Sentences

The total meaning expressed by a sentence is determined by two factors: the lexicon (words) and the order in which they are arranged. Thus, in making a question from a statement, the lexicon is the same, but the syntactic form indicates that it is a question. Transformed sentences, therefore, are basic or kernal sentences which have been changed in syntactic form by one or more of the following processes: addition, delection, permutation, and substitution.

Transformations dealt with in Book 2 are ones which are most functional and necessary for basic communication in English. Most of the transformations were introduced in Book 1 and are being reinforced and extended in this volume.

| Transformations | Examples | Unit |
|---|---|---|
| 1. Imperative (Command) | Put the ball under the box.<br>Touch the dog's nose. | XI:87, XIII, XV, XVI, XVIII |
| 2. Conjoining—"and" | Put the chair between the window and the door. | XI:89, XII, XIV, XIX |
| "or" | Do you have an apple or an orange? | XI:97, XVI |
| "but" | I don't go home every weekend, but my friends do. | XIV:134 XIX |
| 3. Negative | Mike isn't at the dorm.<br>The boys didn't watch the movie. | XI:93, XII, XIV, XIX |
| 4. Yes/No Questions | Is the table by the door?<br>Did you go home last weekend? | XI:95, XII, XIV, XIX |
| 5. WH Questions - where | Where are the marbles? | XI:90 XIX |
| what | What's beside the window? | XI:99, XVI, XVII, XIX |
| who | Who's next to Lucy? | XI:99, XII, XIX |
| what-do | What did Mike do yesterday? | XII:103, XII, XIV |
| when | When did Lucy go to town? | XII:108 |
| which | Which animal do you see? | XVIII:161 XX |
| 6. OR Questions | Is the apple in the bowl or on the floor? | XI:97, XVI |
| 7. Answers - short | On the table.<br>Mike.<br>Yes. | XI:90, XII, XIII, XIV XVI, XVII, XVIII, XIX, XX |
| shortened | He's in the hall.<br>Yes, she is. | XI:91, XII, XIII, XIV, XV, XIX |
| expanded short | Mike (did).<br>I am. | XI:99, XII XIX |
| 8. Indirect Object | Give one to him.<br>They wrote me a letter. | XV:135, XVI, XVIII |
| 9. Adjectival | The black and white one.<br>This is a pretty picture. | XVIII:161, XX |

## Functions of Noun Phrases

A noun phrase is identified by its syntactic function in an utterance and may consist of a proper noun, a pronoun, a common noun preceded by a determiner, or a noun substitute. In English noun phrases have six main functions: (1) subject, (2) predicate noun, (3) direct object, (4) indirect object, (5) in adverbials, and (6) in predeterminers. In this book, all six functions of noun phrases appear in addition to two minor functions: (1) direct address and (2) possessives.

| Functions of NP | Examples | Unit |
|---|---|---|
| 1. Subject ($NP_1$) | Mike is in the hall. | XI:91, ... |
| 2. In Adverbials ($NP_4$) | Put your hands over your head. | XI:87, XII, XIII, XIV, XV, XVII, XVIII, XIX |
| 3. Direct Object ($NP_2$) | Put the ball in the box. | XI:87, XII to XVIII |
| 4. Indirect Object ($NP_3$) | Lucy gave a pencil to Gloria. | XV:135, XVI, XVIII |
| 5. Complement ($NP_1$) | This is a dog. | XIII:124, XX |
| 6. In Predeterminers | a box of matches, a bowl of sugar | XVI:139, XVII, XVIII, XIX |
| 7. Direct Address | Gloria, where are the books? | XI:94, XII, XIII, XIV, XV |
| 8. Possessives | Lucy's dress, the dog's tail, etc. | XIII:16, XX |

## Expansions of Noun Phrases

Within the sequence of objectives, the pupils learn the various ways of forming noun phrases and using them in the basic and kernal sentences. The following list contains the NP expansions presented in this book.

| NP Expansions | Examples | Unit |
|---|---|---|
| article + count noun | the table, a chair, an eraser | XI:87,... |
| article + plural noun | the trees, ∅ books | XI:87,... |
| proper noun | Lucy, Mrs. Yazzie | XI:88,... |
| personal pronoun, subject form | I, you, he, she, it, we, they | XI:91, XII to XIX |
| WH word | who, what | XI:99, XII, XVI, XIX |
| possessive noun + noun | Mike's belt, the girl's ring | XIII:115 ... |
| possessive pronoun + noun | my book, his shirt | XIII:118 ... |
| demonstrative pronoun | this, these | XIII:121, XVII, XX |
| | that, those | XX:178 |

| NP Expansion | Examples | Unit |
|---|---|---|
| personal pronoun, object form | me, you, him, her, it, us, them | XV:135 |
| noun substitute | one | XV:135, XVI, XVIII, XX |
| predeterminer + count noun | a box of pencils | XVI:139, XVII, XVIII |
| cardinal number + noun | three pencils | XVI:139, XVII... |
| quantifier + noun substitute | neither one, another one | XVI:142, XVIII:157 |
| mass noun | sugar, water | XVII:144,... |
| article + mass noun | some flour | XVII:153, XVIII, XIX |
| predeterminer + mass noun | a cup of coffee | XVII:145, XVIII, XIX |
| article + adjective + noun substitute | the blue one | XVIII:161 |
| quantifier + count noun | another pencil | XVIII:163 |
| | more forks | XVIII:164 |
| quantifier + mass noun | more sugar | XVIII:164 |
| article + adjective + count noun | a pretty picture | |
| | Ø tiny rocks | XX:177 |
| demonstrative + count noun | this rock, those pebbles | XX:179 |
| demonstrative + noun substitute | this one, that one | XX:180 |
| possessive noun | Mary's, the dog's | XX:182 |
| personal pronoun, possessive | mine, yours, his, hers, its, ours, theirs | XX:182 |

## Verb Constructions and Tense

The term verb construction, as used in the NALAP materials, applies to the verb or verb phrase consisting of tense plus the verb with the possibility of one or more auxiliaries between tense and verb. For example, Tense + (Modal + (have + en) + (be + ing) + Verb, is a verb construction showing Tense and Verb as obligatory and three auxiliaries as optional. Tense, as used in the NALAP materials, refers only to Present and Past. (See Glossary.)

| Verb Construction | Example | Unit |
|---|---|---|
| Command (Pres + MV) | Put the ball on the table.<br>Wash your hands. | XI, XIII, XV, XVI, XVIII |
| Be + $\left\{\begin{array}{l}\text{Adv}\\ \text{NP}\\ \text{Adj}\end{array}\right\}$ (Pres + be) | Mike is in the hall.<br>These are her crayons.<br>Mike's shoes are brown. | XI, XIII, XVII, XX |
| Present Progressive (Pres + be + MV + ing) | I am jumping. | XI, XII |

| Verb Construction | Example | Unit |
|---|---|---|
| Simple Past (Past + MV) | Mike drew a picture.<br>She jumped. | XII, XIII, XV |
| Simple Present (Pres + MV) | The bell rings every morning.<br>We watch TV every night. | XIV, XV, XVI, XVII, XVIII, XX |
| Be + Adv (Past + be) | Mike was in the room just now.<br>The apples were here this morning | XIX |

## Inflections

The term inflection, as used in NALAP, refers to the changes in form of certain words to indicate grammatical concepts or meanings. For example, the "-ed" on "played" is an inflection.

Inflections are related to the morphological components of language and carry a syntactic or grammatical function. They cause a great deal of difficulty for the Navajo student learning English due to the contrast between the two languages.

| Inflections | Examples | Unit |
|---|---|---|
| Nouns | | |
| regular count noun, plural forms | hands, crayons | XI:87... |
| possessive noun forms | Mike's, Mr. Begay's | XIII:115, XX |
| demonstrative plurals | these | XIII:121, XVII, XX |
| | those | XX |
| Personal Pronouns | | |
| subject pronoun forms | I, you, he, she, it, we, they | XI:91, XII-XV, XVII-XIX |
| possessive determiners | your | XI:87 |
| | my, his, her, its, our, their | XIII:118-122, XIV, XV, XVII, XIX |
| object pronoun forms | it | XI:93 |
| | me, us, you, him, her, them | XV:135 XVI |
| possessive pronoun forms | mine, yours, hers, his, its, ours, theirs | XX:181 |

| Inflections | Examples | Unit |
|---|---|---|
| Verbs | | |
| "be", present tense | is, are, am | XI:90-92, XIII, XIX, XX |
| past tense | was, were | XIX:167 |
| "do", past tense | did | XII:101 |
| present tense | do, does | XIV:125-126 XVI, XVII, XVIII |
| simple past, regular | opened, closed | XII:101 XIII, XIV, XV |
| irregular | ate, ran | XII:101 XIII, XIV, XV |
| present progressive | running | XII:102, XV |
| simple present, third person, singular form | cooks, eats | XIV:126 |

## Function Words

The distinction between function and content words is important and essential to the teaching of English as a second language. The greatest percertage of words in English are content words belonging to one of four large classes: noun, verb, adjective, and adverbial. These classes are "open", that is, there is no limit to the number of words in these classes that can be created or coined.

The rest of the words in English, known as function words, belong to "closed" classes, that is, membership in these classes are limited, often to a single item. For example, the number of demonstratives is only four: this, that, these, and those. Likewise, the number of personal pronouns, determiners, and conjunctions is also fixed. Such limited groups of words belong to "closed" classes.

These function words are a part of the structure of a sentence and are automatically included in the teaching of structures. For example, in teaching a sentence like "This is a pencil," it becomes obligatory to include function words "this", "is", and "a". The only optional or substitutable item is the content word "pencil."

The following list contains the function words presented in Book II.

| Function Words | Examples | Unit |
|---|---|---|
| Determiners | | |
| definite article | the | XI:87... |
| possessive determiners | your | XI:87 |
| | my, his, her, its, our, their | $\boxed{\text{XIII:118-122}}$ XIV, XIX |
| indefinite articles | a, an, some | XII:101, XIII, XV, XVI, $\boxed{\text{XVII}}$, $\boxed{\text{XVIII}}$, XIX, XX |
| predeterminers | a box of, a cup of | $\boxed{\text{XVI:139}}$, XVII, XVIII |
| quantifiers | cardinal numbers, neither, another | XVI:139... |
| demonstratives | this, that, these, those | $\boxed{\text{XX:178}}$ |
| Pronouns | | |
| personal pronouns | See Inflections | |
| noun substitute | one | $\boxed{\text{XV:135}}$, XVI, XVIII, XX |
| demonstratives | this, these | XIII:121, XVII, XX |
| | that, those | $\boxed{\text{XX:178}}$ |
| Wh Words | where | $\boxed{\text{XI:90}}$, XIX |
| | who | XI:99, XII, XIX |
| | what | XI:99, XII, XIII, XIV, XVI, XVII, XIX |
| | when | $\boxed{\text{XII:104}}$ |
| | which | $\boxed{\text{XVIII:161}}$, XV |
| "Be" Verb | See Inflections | |
| Conjunction | and | XI:89, XII, XIV, XIX |
| | or | XI:97 |
| | but | $\boxed{\text{XIV:134}}$, XIX |
| Preposition | in, on, under, over, above, against, on top of | $\boxed{\text{XI:87}}$, XVII, XVIII |
| | next to, by, beside, near, | $\boxed{\text{XI:88}}$, XVII, XVIII |
| | in front of, in back of, behind, between | $\boxed{\text{XI:89}}$, XVII, XVIII |

| Function Words | Examples | Unit |
|---|---|---|
| | to | XII:103, XIII, XIV |
| | with | XV:137 |
| Adverbial | | |
| place | on the table | XI:87-100... |
| | here | XIX |
| time | now, yesterday, every night | XII:101-114, XIII, XIV, XVIII, XIX |
| accompaniment | with Mike | XV:137 |
| sentence | yes, no | XI:95, XII, XIV, XIX |
| reference | too | XII:111, XV, XVIII |
| Auxiliary | | |
| modal | | |
| be + ing | is running | XI:92, XII |
| tense carrier "do" | did | XII:101, XVI, XVII |
| | do, does | XIV:125-126, XVI, XVII |
| Negative | not | XI:93, XII, XIV, XIX |

# Appendix B: Glossary

This appendix does not contain a set of definitions but rather is intended to serve as a resource along with the Outline of Grammatical Structures, for the user of the NALAP materials. This glossary contains helpful information regarding terminology and concepts in NALAP, Books 1 and 2, according to the analysis of English provided by transformational grammar and according to newer insights regarding second language acquisition. The treatment and scope of specific terms and concepts will be expanded in succeeding books as the NALAP materials are further developed.

**Activity**: a learning experience set up by the teacher to help the pupils internalize the grammatical structure of an S.O. in a meaningful manner; is used for both instruction and evaluation; can be either formal or informal and should be motivating and fun for the learner; should actively involve and provide success for the learner; must be set up to bring out the grammatical structure of the S.O. (See Rationale, pp. 10-11.)

**Adjective**: (See Parts of Speech.)

**Predicate Adjective**: a term given to all adjectives in the basic sentence NP + $V_{be}$ + Adj; basically all adjectives before nouns derive from predicate adjectives.

**Adverbial**: (See Parts of Speech.)

**Manner Adverbial**: an adverbial which answers the question "how"; usually consists of only one word and frequently contains the affix "-ly".

**Place (Locative) Adverbial**: an adverbial which answers the question "where"; may consist of one word (e.g., here) or a phrase (e.g., in the building).

**Time Adverbial**: an adverbial which answers the question "when"; may consist of one word (e.g., now, yesterday) or a phrase (e.g., last night, a little while ago).

**Other Adverbials**: adverbials which do not function in the same way as the above.

**Accompaniment Adverbial**: a phrase which answers the question "with whom" or "by whom"; is sometimes referred to as a concomitave adverbial (e.g., with Mike, by himself)

**Reference Adverbial**: a word which adds meaning to an entire sentence (e.g., too, also).

**Sentence Adverbial**: a word or phrase which is a short answer to a "yes/no" question (e.g., yes, no, perhaps, no doubt).

**Answers**: transformations of basic sentences; required verbal behavior to questions and may occur as one of the following forms:

**Short**: the basic form of an answer to a "yes/no", "wh", or "or" question:
(1) a one-word response to a "yes/no" question (e.g., Is Mike at the dorm? Yes.)
(2) a replacement word or phrase for a "wh" question word (e.g., Where's Mike? At the dorm.)
(3) a word or phrase selected to answer an "or" question (e.g., Is Mike at the dorm or at the clinic? At the dorm.

**Expanded Short**: an optional form for an answer to a "who/what" subject question consisting of the subject noun phrase plus the auxiliary carrying the tense (e.g., Who is at the dorm? Mike is.)

**Shortened**: an optional form for an answer to a "yes/no", "wh", or "or" question characterized by the inclusion of a personal pronoun:
(1) a three-word response to a "yes/no" question (e.g., Is Mike at the dorm? Yes, he is.)
(2) a subject pronoun substitution in answer to a "wh" question which interrogates any constituent of the sentence except the subject noun phrase (e.g., Where's Mike? He's at the dorm.)
(3) a subject pronoun substitution in answer to an "or" question (e.g., Is Mike at the dorm or at the clinic? He's at the dorm.)

Note that in Book 2 answers are never in the form of statements ("complete sentences").

**Article**: one of the determiners; in Book 2 the definite article is "the" and the indefinite articles are "a/an", "some", and "0". (See Determiner.)

**Audio-Lingual (Aural-Oral)**: a teaching method designed to develop oral language facility based on habit-formation through extensive use of model-echo drills in which the learner listens to the teacher and says (repeats) what he has heard.

**Auxiliary**: a part of the verb phrase system; is always present in the form of Tense and may include the following in sequence: (Modal) (have + en) (be + ing); always precedes the main verb and follows the subject in a basic sentence; is a function word.

**Basic Sentence**: the base or kernal sentences upon which transformations may operate; only declarative-type sentences in traditional grammar are basic sensentences; English has a limited number of basic sentences of which six are included in Book 2:

(a) $NP_1 + V_i$: noun phrase one plus verb intransitive (e.g., Lucy sang loudly.)
(b) $NP_1 + V_t + NP_2$: noun phrase one plus verb transitive plus noun phrase two (e.g., Lucy ate an apple.)
(c) $NP_1 + V_t + NP_3 + NP_2$: noun phrase one plus verb transitive plus noun phrase three plus noun phrase two (e.g., Lucy gave Gloria a gift.)
(d) $NP_1 + V_{be} + Adj$: noun phrase one plus verb "be" plus adjective (e.g., Lucy is smart.)
(e) $NP_1 + V_{be} + NP_1$: noun phrase one plus verb "be" plus noun phrase one (e.g., Lucy is a Girl Scout.)
(f) $NP_1 + V_{be} + Adv$: noun phrase one plus verb "be" plus adverbial (e.g., Lucy is by the window.)

**Common Noun**: (See Noun Phrase.)

**Conjunction**: is identified by its function in conjoining or connecting words, phrases, or sentences; a function or structure word. (See Parts of Speech.)

**Content Word**: a word which has lexical or semantic rather than grammatical or functional meaning, such as a thing, an action, a quality, a concept; (e.g., nouns, verbs, adjectives, adverbials).

**Convention**: (See Rationale, p. 10.)

**Correcting Sentence**: an optional sentence; follows a negative response to a "yes/no" question or a negative statement and gives accurate information.

**Correction Technique**: (See Implementation Guide, page 11.)

**Count Noun**: (See Noun Phrase.)

**Demonstrative**: a function word which is used to "point out" in identification; in English there are only four forms, "this" and "that" are singular and "these" and "those" are plural; the distinction between "this/these" and "that/those" depends upon the situation where used as well as distance involved; may function as a determiner or a pronoun. (See Determiner and Noun Phrase, Pronoun.)

**Determiner**: a function word; is identified by its obligatory occurrence before all nouns; in Book 2, the determiners are:

**Articles**: a, an, the, some, and 0

**Demonstratives**: this, that, these, those

Possessives: your, my, his, her, its, our, their

Postdeterminers: cardinal numbers

Predeterminers: nominative + s (e.g., Mike's)
a _____ of, _____s of

Quantifiers: some, all, more, another, neither

Direct Address: a word or words used to name the person or persons to whom an utterance is directed; may be a proper name(s) (e.g., Mike, Gloria and Lucy) or a word(s) to indicate a group (e.g., class, boys and girls).

Direct Object: (See Object.)

Elision: (elided) the omission or slurring over of a vowel or syllable in pronunciation (e.g., "where" and "are" are usually elided to "where‿are", whereas "where" and "is" are contracted to "where's")

Expanded Short Answer: (See Answers.)

Formula: (1) a symbol-translation of sentences, both basic and transformed, and of sentence components; e.g., The dog can bark. $NP_1 + VP$

$NP_1 + VP$

$NP_1 \longrightarrow Det + N$

$VP \longrightarrow T + M + V_i$

(2) an expression of greeting, of thanks, of agreement, or disagreement, etc., habitually used by native speakers (e.g., Good morning. Thank you.)

Function Word: (See Parts of Speech.)

Grammar: according to the transformational model upon which NALAP is based, grammar refers to the "rules", both syntactic and morphological, of the English language; initially these rules are internalized (learned) implicitly through inductive teaching strategies; later these rules may be internalized explicitly through deductive strategies.

Intonation: a feature (suprasegmental) of phonemic accent pertaining to a sentence rather than to an individual word (which is called stress); the rise and fall in pitch of the speaking voice.

Indirect Object: (See Object.)

Indirect Question: (See Questions.)

Lexical: pertaining to the vocabulary of a language, both content and function words.

Modal: one of the four auxiliaries; when occuring, always follows Tense; the main modals are can-could, may-might, will-would, shall-should, must; the phrases "be going to", "have got to", "have to" function as modals; is a function word.

Modality: language competency includes the forms or modalities of listening, speaking, reading, and writing; perception and understanding are language-related modalities.

Morphology: the study of the basic units of language, called morphemes, dealing with meaning (e.g., the plural morpheme $Z^2$ gives a count noun another form, "cat-cats").

Nominal (also Nominative): a word or phrase which possesses the characteristic of a noun and can function as the subject of a sentence; nominals may serve in the various functions of noun phrases (e.g., possessives such as Mike's coat). See also Noun Phrases, Functions of.

Noun Phrase: (See Parts of Speech.)

Functions of Noun Phrases: noun phrases have six main functions in English; (1) subject, (2) predicate noun, (3) direct object, (4) indirect object, (5) in many adverbials, and (6) in predeterminers. Noun phrases may occur as a direct address (e.g., proper name, children, etc.) or as a possessive (e.g., Mike's, the cat's, etc.)

Noun: there are several types of noun, all of which can be identified by their use as the head noun in a phrase which functions as the subject; may serve as a direct or indirect object of a transitive verb, as a predicate noun, in adverbials, and in pre-determiners; (e.g., The great big dog..., Dogs..., ...down the street, A bucket of sand...)

Noun, Common: possesses the characteristic of being preceded by a Determiner which may consist of one word, a phrase, or no word (e.g., a car, the two cars, ∅ cars); two main kinds of common nouns are count and mass.

Noun, Count: possesses the characteristic of having singular and plural forms; may be regular (e.g., dogs, cats, horses) irregular (e.g., foot-feet), or null (e.g., sheep-sheep); the indefinite articles go only with singular count nouns.

Noun, Mass: possesses the characteristic of having only a singular form; may not be preceded by the indefinite articles "a/an"; may not be readily preceded by a numeral; the plural morpheme may not be affixed to mass nouns; needs to be qualified in order to indicate a single unit (e.g., chalk--a piece of chalk).

Noun, Proper: only names of people are used as proper nouns in Book 2; titles, such as: Mr., Miss, Dr., are a part of proper nouns; proper nouns are not preceded by Determiners.

Noun Substitute: a function word which can serve as a nominal; replaces a noun phrase just as a pronoun does; most words that are noun substitutes may also function as a determiner (e.g., one, all, some, more, etc.)

Predicate Noun: a term given to all noun phrases following the verb "be" in the basic sentence $NP_1 + V_{be} + NP_1$; predicate nouns share identity with the subject noun phrase.

Pronoun: a function word which can serve as a nominal; replaces a noun phrase, not a noun; of the various types of pronouns, the following are used in Book 2:

(a) Personal: I, you, he, she, it, we, they
(b) Objective: me, you, him, her, it, us, them
(c) Possessive: mine, yours, his, hers, its, ours, theirs
(d) Demonstratives: this, that, these, those

Object: one of the functions of noun phrases; the two forms are direct ($NP_2$) and indirect ($NP_3$) objects which are an integral part of transitive verbs; NALAP will not refer to objects of prepositions, referring to them instead as noun phrases in adverbials or in pre-determiners. (See Noun Phrases, Functions of.)

Paradigm: a complete set of all the various conjugational or inflectional forms of a word (e.g., I, you, he, she, it, we, you, they; eat, eats, ate, eaten, eating); one of the features of English is that there are a limited number of inflections for words of which the most common ones are: plurals, possessives, third person singular present tense, past tense, personal pronouns, and the forms of "be".

Particle: a function word (preposition) occurring with transitive verbs; may be optionally moved to the right of the object (e.g., Mike turned on the light. Mike turned the light on.)

Parts of Speech: in the transformational model upon which NALAP is based, the parts of speech are major word or phrase classes which are identified by function and position rather than by an arbitrary definition; the major classes are noun phrase, verb phrase, adjective, adverbial, and function words; the traditional terms, such as noun, verb preposition and conjunction, are components of the larger classes. (See entry for each item.)

Adjective: is identified by its occurrence following the verb "be" in the basic sentence NP + $V_{be}$ + Adj (e.g., The dog is big.) or in its transformed position before nouns (e.g., The big dog barks loudly.); is classified as a content or form-class word. (See Adjective.)

Adverbial: is identified by its optional occurrence following the main verb in verb phrases and answers the questions "how", "where", "when". (e.g., The dog barked (loudly) (outside my window) (last night).); the only obligatory occurrence of an adverbial is following "be" in the basic sentence NP + $V_{be}$ + Adv in which case it indicates place and sometimes time (e.g., The boys are at school. The girls are late.); may be either single words or phrases; is classified as a content or form-class word. (See Adverbial.)

Noun Phrase: is identified by its function as a subject of a sentence consisting of one or more words; may also function as an object of a transitive verb or a predicate noun following the verb "be"; may appear as a part of a pre-determiner or in adverbials; is composed of a proper noun, a pronoun, a noun substitute, or a common noun preceded by a determiner and optional transformed adjective(s). (See entry for each term.)

Verb Phrase: is identified by its function as the predicate of a sentence consisting of one or more words; always consists of an auxiliary and a main verb; depending upon type of main verb, the verb phrase includes a direct object, indirect object, predicate noun, predicate adjective, or adverbial; may also include optional adverbials. (See entry for each term.)

Function Words: are identified as having little or no semantic meaning in themselves but relate words or phrases of the other parts of speech to provide grammatical meaning; include word groups often labeled conjunctions, prepositions, auxiliaries, negatives, determiners, etc.; may occur in all constituents of a sentence.

Pattern: a sentence which illustrates a grammatical structure (e.g., "Mike is a boy" is a pattern illustrating the structure $NP_1$ + $V_{be}$ + $NP_1$); not all surface patterns reflect the same underlying structure (e.g., "The meeting is progressing" $NP_1$ + be + ing + MV and "The meeting is exciting" $NP_1$ + $V_{be}$ + Adj).

Possessive: a word indicating ownership; may function as a determiner or a predicate noun phrase. (See Determiner and Noun Phrase, Pronoun.)

**Postdeterminer**: a part of the determiner system; when occurs, immediately follows a regular determiner; in Book 2, the postdeterminers are cardinal numbers (e.g., the two boys) (See Determiner.)

**Predeterminer**: a part of the determiner system; when occurs, immediately precedes a regular determiner; may be marked by the occurrence of "of" separating predeterminers and regular determiners (e.g., all of my books, a box of pencils, etc.) See Determiner.)

**Predicate**: (See Part of Speech, Verb Phrase.)

**Predicate Adjective**: (See Adjective.)

**Predicate Noun**: (See Noun Phrase.)

**Prefamiliarization**: (See Rationale, pp. 4-5 and 14-15.)

**Progressive**: an aspect of the verb phrase which denotes continuing present action; requires the present tense form of "be" auxiliary and the "-ing" affix on the main verb.

**Pronoun**: (See Noun Phrase, Pronoun.)

**Proper Noun**: (See Noun Phrase.)

**Quantifier**: a word which quantifies or establishes the meaning of number to a noun phrase; may function as a part of a predeterminer or as a noun substitute. (See Determiner and Noun Substitute.)

**Questions**: transformations of basic sentences; four kinds of questions are included in Book 2:

(a) "or": formed by making two "yes/no" questions and conjoining the two constituents to be interrogated by the conjunction "or".

(b) "wh": formed by replacing the sentence constituent to be interrogated by the appropriate "wh" word and placing the "wh" word at the beginning of the sentence.

(c) "wh-or": formed by combining a "wh" question and the conjoined constituents of an "or" question.

(d) "yes/no": formed by (1) placing a form of the verb "be" or the first optional auxiliary at the beginning of the question, or (2) placing a form of "do" at the beginning of the question when no form of the verb "be" and no optional auxiliary is present in the statement.

**Question, Indirect**: in NALAP, Book 2, the indirect question serves as a teacher cue to elicit a direct question, "Roger, ask Mike where his book is," serves to cue the direct question, "Mike, where's your book?"

**Reflexive**: a compound word consisting of a pronoun and "self" (e.g., yourself, myself, themselves).

**Semantics**: the study of meaning in language, including the relationship between language, thought, and behavior; meaning is carried in a variety of ways, such as grammatical construction, content words, context, etc.

**Sentence**: a number of words related by structure to constitute a grammatically complete unit of meaning; may consist of one word if immediately related to another sentence; Book 2 includes basic or kernal sentences, transformed sentences and sequenced sentences.

**Short Answer**: (See Answers.)

**Shortened Answer**: (See Answers.)

**Statement**: all basic sentences and their transformations except for questions, answers, commands, and sequenced sentences.

**Structure**: the framework or design of an utterance or pattern (e.g., $NP + V_{be} + Adj$); a predictable arrangement of the elements of language that recurs systematically in a language and that relates to changes in meaning.

**Subject**: one of the functions of noun phrases; with the predicate is one of the two main constituents in a basic or kernal sentence. (See Noun Phrase, Functions Of.)

**Syntax**: the study or science of sentence construction or the word relationships of a language.

**Symbols**:

(1) $\Longrightarrow$: transform into or transformation (e.g., Q yes/no $NP_1 + V_{be} + NP_1 \Longrightarrow V_{be} + NP_1 + NP_1$)
(2) $\longrightarrow$: rewrite (e.g., $NP \longrightarrow Det + N$)
(3) ( ) : optionality
(4) $\left\{\begin{matrix}1.\_\_\_\\ 2.\_\_\_\\ 3.\_\_\_\end{matrix}\right\}$ : must choose one line or item
(5) $\begin{bmatrix}1.\_\_\_\\ 2.\_\_\_\end{bmatrix}\ \begin{bmatrix}1.\_\_\_\\ 2.\_\_\_\end{bmatrix}$: an optional first choice followed by an obligatory second choice (e.g., if item one is chosen in the first set of brackets, then item one must be chosen in the second set of brackets.)
(6) *: indicates ungrammaticalness (e.g., * a boys)
(7) ∅: null or nothing; used as the plural indefinite determiner (e.g., ∅ boys)
(8) Adj: adjective
(9) $\text{Adv}_{pl}$: adverbial of place or location
  $_{tm}$: adverbial of time
  $_{manner}$: adverbial of manner
  $_{ref}$: adverbial of reference
  $_{sent}$: sentence adverbial
  $_{acc}$: adverbial of accompaniment
(10) Art: article
(11) Aux: auxiliary
(12) Conj: conjunction
(13) DA: direct address
(14) Det: determiner
(15) Int Pron: interrogative pronoun
(16) M: modal
(17) MV: main verb
(18) N: noun
  $N_{count}$: count noun
  $N_{mass}$: mass noun
(19) Nom: nominal or nominative
(20) $NP_1$: noun phrase 1; subject or predicate noun
  $NP_2$: noun phrase 2; direct object
  $NP_3$: noun phrase 3; indirect object
  $NP_4$: noun phrase 4; noun phrase in adverbials
(21) Neg: negative; usually "not"
(22) Poss: possessive
(23) Pred Adj: predicate adjective
(24) Pred N: predicate noun
(25) Prep: preposition
(26) Pron: pronoun
(27) Pro V: proverb
(28) Subj: subject
(29) T: tense
(30) $V_{be}$: "be" verb
(31) $V_i$: intransitive verb
(32) VP: verb phrase
(33) $V_t$: transitive verb
(34) X; everything omitted in a sentence
(35) $Z_1$: indicates 3rd person singular morpheme or ending
  $Z_2$: indicates plural morpheme or ending
  $Z_3$: indicates possessive morpheme or ending

**Tense**: the only obligatory auxiliary; there are only two tenses, present and past, in English; tense in not synonymous with time.

**Tense Carrier**: the function word "do" and its related forms "do" and "does"; is inserted in sentences to indicate grammatical tense in the absence of "be" or an auxiliary.

Transformation: an utterance or sentence derived from a more basic utterance; transformations found in Book 2 are adjective, command, conjoining, negative, questions, and answers.

Transformational Grammar: a grammar based on transformational analysis; a theory treating most sentences as derivations of more basic sentences with rules for deriving them.

Verb Construction: (See Appendix A.)

Verb Phrase: (See Parts of Speech.)

Verb: is identified as a part of the verb phrase system which consists of auxiliary, main verb and optional adverbial(s); is a constituent of the main verb and consists of different types of which the following are used in Book 2:

| | |
|---|---|
| $V_{be} + NP_1$ | ... is a dog. |
| $V_{be} + Adj$ | ... is happy. |
| $V_{be} + Adv$ | ... is beside the tree. |
| $V_i$ | ... can jump. |
| $V_t + NP_2$ | Throw the ball. |
| $V_t + NP_3 + NP_2$ | Throw me the ball. |

ProVerb: the function word "do" used to replace the main verb when interrogating the main verb (e.g., What did Mike do last night?).

## Appendix C: Activities

This appendix contains an alphabetical listing by title of all suggested activities in Book 2. The numerals beside each activity title give the necessary information to locate the activities in Book 2. The Roman numeral indicates the unit number, the second numeral indicates the number of the structural objective, and the last numeral indicates the number of the activity for that particular objective. Activities which are suggested for possible use with more than one objective contain the reference for each time they are suggested.

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